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ABSTRACT

A series of worksheets, evaluation forms, readings, and activities is presented to aid in the review, development, and improvement of the K-12 social studies program. The guide begins with a brief overview on program improvement, followed by methods for reviewing the present social studies program. Checksheets, charts, and outlines are provided for developing a statement of purpose, defining curriculum issues, and identifying social studies skills, subject matter, curriculum balance, and democratic values. The next two sections consist of readings on current and past social studies trends and the nature of an ideal social studies program. Activities for scope and sequence considerations include model formats for a K-6 study of the human community and for world studies, American studies, and social sciences in grades 7-12. Curriculum review criteria consist of a checklist and evaluation questions. An outline for implementing and assessing a new social studies program focuses on proposals, administrative approval, inservice training, community support, student work samples, student self-evaluation, and team testing. The document concludes with a statement of purpose for the Wisconsin social studies community and suggestions for using the guide to get results. (KC)

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PROGRAM IMPROVEMENT GUIDE FOR SOCIAL STUDIES EDUCATION IN WISCONSIN

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State Social Studies Curriculum Study Committee

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
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State Superintendent

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STATE OF WISCONSIN

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FOREWORD

The Wisconsin Department of Public Instruction is pleased to present this revision of the popular guide which was published in 1977. This revision adds important elements to the social studies curriculum planning and implementation process, and Wisconsin educators should find the ideas and recommendations here very useful.

It is the position of the State Superintendent that economic, political, and social literacy, together with a basic understanding of the cultural heritage are fundamental to education in a constitutional republic. Thus, the major purpose of this bulletin is to help students gain civic literacy, and experience the relevancy of their heritage.

Wisconsin's social studies programs are among the best in the nation, and this guide reflects our continued support for program improvement as well as our continued commitment to excellence.

John T. Benson
Assistant Superintendent
Division for Instructional Services

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Introduction

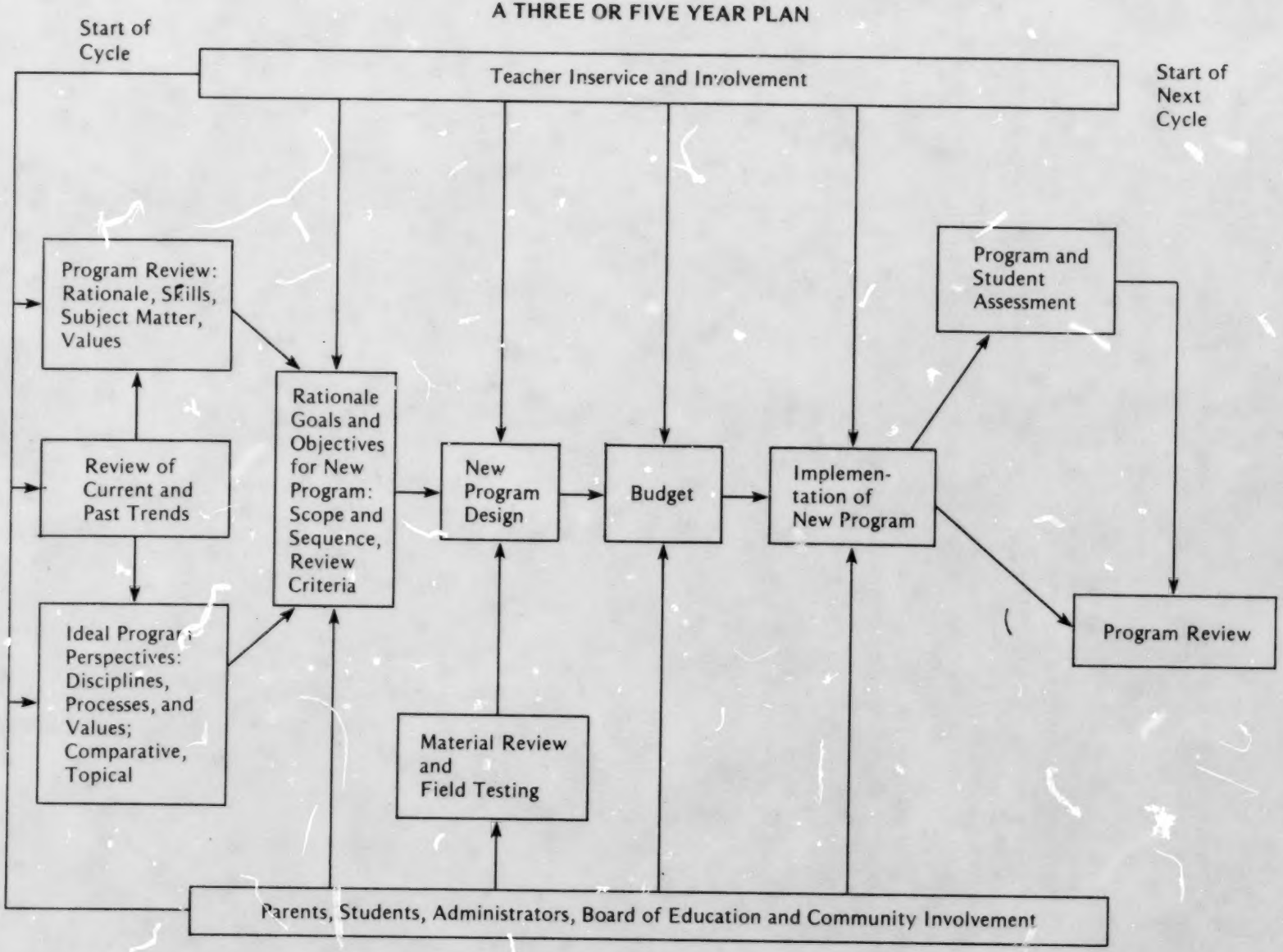
The **Program Improvement Guide for Social Studies Education in Wisconsin** provides educators with an approach which allows for the review, development and improvement of the K-12 social studies program. This guide will:

1) Help develop a planning process for program review and design.
2) Help develop a philosophical framework for decision making about program articulation.
3) Delineate the components of a successful K-12 social studies program.
4) Help assess present social studies programs.
5) Suggest steps for program implementation.

The information provided here can help generate discussions about social studies curriculum and social studies curriculum reform. It can both serve as a baseline for evaluating existing programs and function as a guide in revising and improving social studies programs by focusing on promising developments in the field. Above all, this document is specifically designed as an authoritative statement for policy making in social studies curriculum development.

This guide is designed to be used by curriculum committees or individual educators who are concerned with curriculum improvement. It is presented as a working document. The reader must work through the guide applying the forms and surveys that are presented to their own social studies program. It does not present a readymade curriculum. It is suggested that the historical review, rationale, as well as the other information be reviewed and used by small groups. Every part of the document should be discussed with colleagues and decision-making should be democratic. The charts and activities are intended to be duplicated and used with colleagues in the curriculum improvement process.

A THREE OR FIVE YEAR PLAN


Start of Cycle
Teacher Inservice and Involvement
Start of Next Cycle
Program Review: Rationale, Skills, Subject Matter, Values
Review of Current and Past Trends
Ideal Program Perspectives: Disciplines, Processes, and Values; Comparative, Topical
Rationale Goals and Objectives for New Program: Scope and Sequence, Review Criteria
New Program Design
Material Review and Field Testing
Budget
Implementation of New Program
Program and Student Assessment
Program Review
Parents, Students, Administrators, Board of Education and Community Involvement

I. An Overview of the Program Improvement Process

The chart on page 2 suggests the organization and sequence of this guide as well as the process for curriculum improvement recommended by the State Social Studies Curriculum Study Committee.

The first thing that a local district should establish is a timetable for accomplishing curriculum and instructional improvement. The timetable should be patterned after this chart and should include a period of from 3 to 5 years. Provisions should be made for:

_____Parent, student, administrator, board of education and community involvement
_____Program review and analysis
_____Review of literature and trends in social studies
_____Establishment of an "ideal" program (including rationale and objectives)
_____Teacher inservice and involvement
_____Materials (review, field test, evaluation and adoption)
_____Budget
_____Implementation of new program
_____Program and student assessment

This guide provides information and inservice activities that will be helpful in reviewing the present program and in establishing an answer to the question: "What is the nature of our present program?" After establishing the present condition of the local social studies program, it can then be seen in the context of the history of recent state and national social studies movements and the components of an "ideal" social studies program. Based upon information obtained from the program review and your "ideal" program, a rationale statement, goals, and objectives can be developed for the new program. This set of objectives can then be used as the basis for a new program design. To help in this task, "Scope and Sequence Considerations" are presented together with a review criteria checklist and general evaluation questions for the K-12 social studies program. Next, there is a discussion of implementation strategies that outline some effective ways to bring your new program into operation.

Program designs should be as carefully planned as are architect's models, fitting together with style and reason. Programs should have balance with regard to the social studies disciplines they contain as well as the topics, areas, time periods, culture, issues and concerns they investigate. Further, as attention is paid to the section on "components of the social studies program" the readers will be able to establish criteria to evaluate both the style and rationale for the inclusion or exclusion of certain components. Criteria for program components and their logical connection should continually be reviewed.

The chart on page 2 also gives attention to program and student assessment. Social studies involves a concern for scope and sequence design, student growth and what is referred to here as the quality of the "craft" practiced by students and teachers in the social studies classroom.

In the evaluation of a program design, emphasis is placed upon the logical and psychological development of the K-12 program. The following questions should be asked:

1) Is there logical sequential and accumulative development of social studies knowledge, skills and attitudes from Kindergarten through the 12th grade?
2) Do students have the opportunity to study people in different time periods?
3) Do students have the opportunity to study people in different places around the world?
4) Are all major social studies disciplines built into the program?
5) Is there a sequential program for skill development?
6) Are the traditions of our nation emphasized with taste and honesty?
7) Are there provisions for self-concept development?

The evaluation of student growth addresses the need to assess student ability in terms of agreed upon criteria as reflected in the program design. Will students be tested on such things as concepts and skills? When will testing be done—grades 3, 7, 9, 12? Will achievement be compared to state and national assessment results?

State assessment is another component of the evaluation process which can yield valuable information for educators at several levels. The 1978 economics assessment found, for example, that Wisconsin students were above criterion scores in consumer economics and at criterion scores in economic principles.

These data are useful to many groups concerned about the quality of education and educational planning including parents, teachers, local and state curriculum leaders, and legislators.

Craftsmanship is another important concept in the evaluation scheme. One way to assess the quality of the social studies craft being practiced in the classroom is to look at the classroom as a drama. Does each student play a significant role in the classroom drama? Is there a plot? Is the dialogue meaningful? Other ways to assess the quality of the craft being practiced in the classroom include looking at the quality of work being produced by students; considering the honesty of the questions and answers raised in the class; looking at the happiness and involvement of the students in classroom activities. The program-student assessment data should provide the stimulus to set in motion the start of a new cycle of program review, design, implementation, evaluation, and review again.

The organization of this booklet is designed to provide an activity oriented process that enables social studies curriculum decisions to be based on thoughtful dialogue and debate. As an illustration of the uses of this booklet and as an indication that curriculum planning is a never ending process, a section is included showing how this booklet has been successfully used by teachers in one school district.

II. Reviewing the Present Social Studies Program

Why teach social studies? Why should all children be required to study social studies every year they are in school? It has been an axiom over the years that all curricular planning include elements of the social studies, but not all social studies educators are in agreement on what the major goals of the social studies should be. Creating "lists" of agreed upon general objectives is not an especially difficult task for any group of social studies educators, although such lists can be contradictory at some point (for example, "encourage open inquiry of social issues" and "avoid any references that might offend any political or ethnic minority group"). Where individuals tend to differ is on what the objectives mean as they become translated into specific instructional objectives and on what general goals will be given the highest priority in planning.

All teaching and curriculum planning in social studies requires some overriding purpose that can give direction to learning and serve as an overall rationale for materials and activities that are to be used. Subpurposes exist, but their role is to complement the overall rationale rather than to compete with it for attention. As opposed to such subthemes, an overall purpose should be clearly reflected in the total scope of social studies instruction. A teacher guided by such an orientation does not confuse inconsistency with flexibility in instructional planning. Inconsistency characterizes instruction that is varied but to no clear defensible purpose; flexibility, in contrast, characterizes specific plans that vary, sometimes dramatically, in order to maintain the overall guiding purpose. All teachers need to understand the overall purpose of their school district's social studies program, be able to articulate and defend it with colleagues and parents, and periodically monitor their social studies instruction against the school district's overall purpose.

A. Developing a Statement of Purpose

An important activity for social studies teachers is the development of a rationale for their program. Rationales often include assumptions about society, students, and areas of study that make up social studies. Rationales reacquaint teachers with the ideas of social studies, help give direction to the social studies program, and communicate to parents and the community what social studies is all about.

Listed below are statements of overall purposes that reflect the views of various individuals or groups. They indicate the scope of the alternatives but in no way exhaust the possibilities. Carefully examine the following statements. If none of the positions clearly expresses your own, revise one or write your own in the space next to "f."

Procedure

1. Rank the position from 1 to 6 in order of preference in the spaces provided in the left column.
2. In a small group of 5 to 7 individuals, combine individual rankings on the grid which follows and add up the total for each statement.
3. Discuss statements about which there is agreement and disagreement.
4. Use the areas of agreement to help construct a rationale for your social studies program.

_____ (a) The main purpose of social studies in the school curriculum is to help develop a just and humane society. It aims to produce students who act intelligently in addressing social problems and become active workers for social justice and the alleviation of social ills in the context of democratic values.

_____ (b) The main purpose of the social studies in the school curriculum is to meet the ongoing needs of children and adolescents. This is a highly complex and rapidly changing society. The social studies program should aim to produce students who develop well integrated personalities, strong self-concepts, and are relatively free of undue anxiety and personal problems.

_____ (c) The main purpose of the social studies in the school curriculum is to keep alive the historical record of the nation and the world. It aims to develop students who will master the best of what has been written and said in the various fields that comprise the social studies.

_____ (d) The main purpose of the social studies in the school curriculum is to develop adults who are contributing members of society. It aims to produce students who become conscientious consumer-producers and law-abiding citizens.

_____ (e) The main purpose of the social studies in the school curriculum is the intellectual development of students. It aims to produce students who become independent learners, interested in studying human activities in more meaningful ways.

_____ (f) _____

_____

_____

_____

_____

Small Group Ranking of Statements

Statement	Individual Rankings							Total
a	____	____	____	____	____	____	____	____
b	____	____	____	____	____	____	____	____
c	____	____	____	____	____	____	____	____
d	____	____	____	____	____	____	____	____
e	____	____	____	____	____	____	____	____
f								

B. A Rationale for Social Studies

Every academic program in the school curricula is based upon certain assumptions about the nature of the *discipline* or subjects to be studied; the needs and potential of *society*(s); and the concept of *human being*. More than any other academic area, the social studies program must address the items of subject matter, society, and the (human) student from a clear and direct philosophical base.

The social studies program is built upon the belief that the three components of subject area, society, and student provide the necessary data basis for a sound curriculum. However, the major goal of the social studies program is to help develop enlightened citizens; citizens who can carry the republic into the future with dignity, taste, and wisdom; citizens who can understand their cultural heritage and the cultures of others; and, citizens who are active participants in the democratic process.

Today, global and domestic environmental, economic, and political forces are placing unprecedented strains upon the American way of life. Indeed, the whole world is seeing its social institutions creak and

groan under the weight of growing international complexities. Through our schools and specifically through the social studies curriculum, students must logically and empirically understand and function within a complex social world, and more important, they must be able to creatively, aesthetically, and ethnically work toward the resolution of human problems. This ability, of course, will depend upon several prerequisites. First of all, students nurture such values as justice, cooperation, work, and self-reliance. Next, students will have to acquire useful knowledge of the social world. They will need to know how the political, economic, and social fabric of our culture protect, enhance, and victimize all citizens. Third, students must become proficient in basic intellectual and participation skills that will enable them to become critical and creative decision makers. In essence, enlightened citizenship means wise decision making, and it is from this central objective that the social studies program takes its form. Our welfare and survival as a free people, and, indeed, as a species, depends upon our wisdom in making decisions within such areas as resource allocation, human institutions, human relationships, and cultural change.

C. Curriculum Issues and the K-12 Program

To help social studies educators confront some basic issues, a series of questions has been prepared for consideration and use. Responses to the questions can be made by marking "A" for agree and "O" for disagree and are to be used in small groups (5 to 7 individuals). The answers to these questions should be arrived at through group consensus. This does not mean just voting within the small group, but a thorough discussion of the question until all group members think one answer is more reasonable. Words in the statements can be defined by the small group if there is consensus about meaning. The total group must be in agreement relative to the meanings ascribed to words. The main purposes of this exercise are to:

- make clear any definitional or philosophical differences.
- discuss openly those issues with which the curriculum must deal.
- involve educators in the task of establishing priorities relative to areas of philosophical emphasis in social studies education.

Agree or Disagree

_____ 1. Social instruction must be required in every grade from kindergarten through twelve.
_____ 2. Students can be expected to understand any idea, at any age, if it is presented in an appropriate manner.
_____ 3. Through practice, even young students can develop and use important moral concepts.
_____ 4. Whether we call it "education for college" or "education for the world of work," schools are primarily vocational institutions in terms of their outcomes.
_____ 5. The concept of education is limited by attempts at measurement.
_____ 6. Evaluation can never be objective since it deals with judgments.
_____ 7. The best way to prepare for the future is to understand the past.
_____ 8. Teachers have the personal right to use any materials they believe are important in teaching social studies.
_____ 9. Developing the understanding of our interdependent world is more important than teaching about the heritage of the United States.
_____ 10. As curriculum and instruction in the social studies develop more interrelationships with other subject areas, social studies objectives will be more effectively met.
_____ 11. Social studies education needs no terminal objectives, for as an instructional area concerned with thinking processes it is an end in itself.
_____ 12. Students should have the right to tell teachers whether or not they care to study any value and/or moral issues.

D. Social Studies Skills, and Curriculum Balance

The use of the following charts will provide a quick overview of your program delineating areas of balance and imbalance. The skills charts can be used to determine where the basic skills are introduced and developed. Discussion of how the basic social studies skills are developed can also be done to strengthen communication between teachers at different grade levels. All skills should increase in sophistication with each passing grade level. Many of the skills listed are not unique to social studies. Whenever possible, social studies teachers should be encouraged to work with specialists in other disciplines to develop similar skills in a variety of places throughout the curriculum.

In the following section, the several disciplines that make up the social studies can be delineated relative to their grade level and content emphasis. Social studies can be viewed relative to the question of time and space; in other words, do students have an opportunity to study people in different time periods as well as in different locations across the world?

To use the skills charts, individuals may wish to again divide into small groups by grade level such as elementary grades, middle grades, and high school grades. To use the skills charts, place an X in the appropriate columns to indicate where the skill is introduced or reinforced.

SOCIAL STUDIES SKILLS

Indicate by an X the grade level at which these skills are introduced or reinforced in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. **Identify central problem in a situation**													
1. Clarify vague terminology													
2. Distinguish among prescriptive, definitional, and descriptive issues.													
B. **Formulate hypotheses**													
C. **Identify and locate sources of information**													
1. Reference Books													
2. Audio Visual Materials													
3. Current Periodicals													
4. Resource People													
5. Television and Radio													
6. Experiments													
7. Surveys													
8. Observation													
9. Statistical Data													
10. Fiction Books													
11. Nonfiction Books													
12. Art													
	K	1	2	3	4	5	6	7	8	9	10	11	12

14

15

	K	1	2	3	4	5	6	7	8	9	10	11	12
D. Use sources of information													
1. Distinguish between reliable and unreliable sources													
2. Distinguish between relevant and irrelevant sources													
3. Use more than one source to obtain information													
4. Identify points of agreement and disagreement among sources.													
5. Evaluate the quality of the information.													
E. Interpret data													
1. Identify main ideas													
2. Classify information													
3. Distinguish statements of fact from statements of opinion.													
4. Make inferences from data													
5. Distinguish statements of inference from statements of fact.													
6. Identify opinions, biases, and value judgements.													
7. Recognize relationships among concepts.													
	K	1	2	3	4	5	6	7	8	9	10	11	12

	K	1	2	3	4	5	6	7	8	9	10	11	12
E. (Continued)													
8. Recognize logical errors and omissions in information.													
9. Summarize information													
F. Test Hypotheses													
1. Draw conclusions													
2. Formulate models													
3. Offer solutions to problems													
4. Clarify issues													
5. Make predictions													
G. Validate outcomes of an investigation.													
1. Test solutions in new situations.													
2. Modify solutions in light of new information.													
H. Make judgments about a course of action.													
1. Identify conflicting values inherent in alternatives.													
2. Develop criteria for judging policies.													15
3. Evaluate specific policies according to criteria and consequences.													
	K	1	2	3	4	5	6	7	8	9	10	11	12

18

	K	1	2	3	4	5	6	7	8	9	10	11	12
H. (Continued)													
4. Select and defend a position or policy according to own criteria.													
5. Take appropriate action regarding policy matters of personal and societal concern.													
I. Develop skills in the use of Maps and Globes													
1. Orient one's directions													
2. Learn to make map plans													
3. Devise symbols for maps and globes													
4. Interpret flat maps													
5. Learn names of cardinal directions													
6. Recognize and interpret map symbols													
7. Interpret political maps													
8. Interpret product maps													
9. Locate places on maps and globes													
10. Trace routes													
11. Interpret topographic features													
	K	1	2	3	4	5	6	7	8	9	10	11	12

	K	1	2	3	4	5	6	7	8	9	10	11	12
I. (Continued)													
12. Interpret scale of miles													
13. Interpret weather maps													
14. Use parallels and meridians													
15. Interpret road maps – Town – State													
16. Interpret outer space maps													
17. Interpret degree of latitude in miles													
18. Interpret degree of longitude into time													
19. Interpret polar projection maps													
J. Develop time and spatial relationship skills.													
1. Relate dates to personal experiences													
2. Make use of the calendar and other devices to measure time.													
3. Relate cause and effect relationships among events and dates.													
4. Develop and use vocabulary of time expressions.													
	K	1	2	3	4	5	6	7	8	9	10	11	12

	K	1	2	3	4	5	6	7	8	9	10	11	12
J. (Continued)													
5. Place related events in chronological order													
6. Develop numerical chronology													
K. Develop skills in inter-personal relations and group participation.													
1. Develop a positive feeling about oneself													
2. Examine own beliefs and relationship to behavior													
3. Help organize and plan tasks													
4. Listen carefully to others													
5. Respect the rights and basic freedoms of others.													
6. Communicate positively with both sexes and persons of all races, cultures, religions, mental and physical characteristics.													
7. Give and take constructive criticism													
8. Contribute to accomplishing group goals													
9. Accept views of others													
	K	1	2	3	4	5	6	7	8	9	10	11	12

13

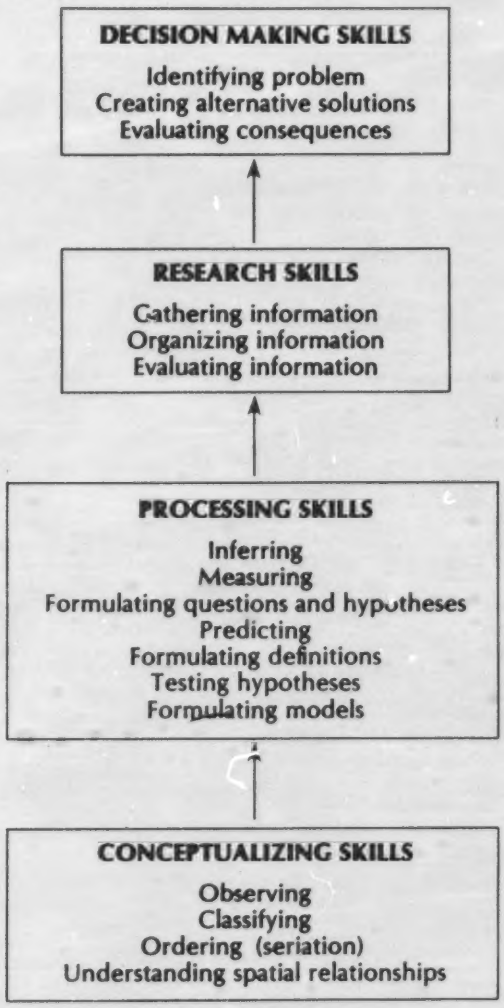
	K	1	2	3	4	5	6	7	8	9	10	11	12
K. (Continued)													
10. Follow rules and laws													
11. Work responsibly to change unjust laws													
12. Participate in social, political, and economic activities in the local community													
13. Anticipate consequences of group discussion or action													
14. Accept responsibility for own actions													
	K	1	2	3	4	5	6	7	8	9	10	11	12

Decision Making Skills

The ability to make good decisions is central to the role of citizens in a democratic society. Social studies instruction, which has major responsibility for citizenship education, should direct major emphasis toward this objective. Further, while this emphasis upon decision making should permeate all facets of the social studies curriculum, the critical program component is a well conceived, ordered, and applicable skill sequence. To this end, a fundamental component of the social studies program is a structured organization of skills.

In order to adequately address decision making, careful attention must be given to the total framework of skills that support this pervasive objective. The following skill network presents a logical organization of skills and attendant activities which will improve students' competency in decision making. The skill network is based upon the assumption that decision making is a complex mental operation that is supported by a number of major skills and instrumental sub-skills.

Further, these skills and sub-skills must be seen as reinforcing each other as well as addressing the major objective of decision making. Thus, for example, in order to be an effective decision maker, one must be able to "conceptualize"; but in order to conceptualize, one must be able to use the sub-skill of classification. A schematic of this skill network highlights its interrelatedness.



Sub-skills Incorporated into Each Major Skill Category

CONCEPTUALIZING SKILLS - Conceptualizing skills are those operations that are necessary in performing any social studies processes or mastery of the basic skill areas. Observation, classification, seriation, and spatial relationships are fundamental to inferring or predicting or any other of the social studies processes. But conceptualizing skills also provide the foundation for basic skill development. That is, reading cannot take place, for example, unless the student can perform the operations of observation, classification, seriation, and spatial relationships.

a) Observation - Observations can be made in a variety of ways using all of the senses. Where direct sense experience is not adequate for making needed observations, indirect methods are used. Objects and events may be observed with respect to many qualities and quantities. When observations are made in order to accumulate data from which inferences will be drawn, the precision of the observations is critical. Observations are influenced by the experience of the observer.

   Social observation can take many forms - from viewing a national political convention on television to watching two children behaving on the playground. Observation can be very directive, as when looking for specific events (factual or procedural); or it can be very nondirective, as when viewing an event and giving an opinion.

b) Classification - Classifying is the grouping of phenomena according to an established scheme. Objects and events may be classified on the basis of observations. Classificational schemes are based on observable similarities and differences in properties which are arbitrarily selected. Classificational keys are used to place items within a scheme as well as to retrieve information from a scheme.

   Social classification is manifest in discussing the division of work in the house, or the makeup of a national political party. Classification is useful in that it helps limit or control the data being investigated.

c) Seriation - Seriation deals with the ability to place items in order. Items, events, or phenomena can be ordered according to time, size, quantity, quality, levels of abstraction, etc.

d) Spatial Relationships - Spatial relationships deal with the way in which one item is spatially located relative to another item. Spatial relationships address concepts of location, mass, width and length, as well as size. Concepts which are generally used in describing spatial relationships include north, south, etc., as well as above, below, against, through, etc.

PROCESSING SKILLS - The following social studies processes are necessary to include in the social studies program if the basic skill areas are to be achieved or mastered by students. The seven delineated processes defined below are appropriate for each basic skill area and should be a central part of the student's skill work in any social studies program.

a) Inferring - Inference is drawing tentative conclusions about what is not directly or immediately observable. While it may be based on observations, inference requires evaluation and judgment. Inferences based upon one set of observations may suggest further observation which in turn requires modification of original inferences. Inference leads to prediction. In the social studies, inferring can take place whenever data are reviewed and an evaluation or judgment is requested. Inferring is necessary in any field of study because of the incompleteness of data.

b) Predicting - Predicting is the formulation of a possible consequence based on experience. The reliability of prediction depends upon the accuracy of past observations and upon the nature of the event being predicted. Predictions are based upon inference. Social predicting is becoming more systematic. Predicting may enable man to estimate the consequence of his behavior better and to make more rational decisions.

c) Measuring - Measuring properties of objects and events can be accomplished either by direct comparison or by indirect comparison with arbitrary units. However, for purposes of communication, measurement may be standardized. Measuring in the social studies may take many forms, such as population data of the United States or the Gross National Product.

Interpreting data requires the applications of other basic processes, in particular, the process of inferring and predicting. Through this complex process the usefulness of data in answering the question being investigated is determined. Interpretations are always subject to revision in the light of new or more refined data. Social problem solving is dependent upon the investigator's ability to interpret data. Through interpreting data we move to decision making (e.g., voting for candidate X or Y; buying more life insurance).

d) Formulating Definitions - Definitions are made in order to simplify communication concerning the event, person, or group being studied. A definition should contain the minimum amount of information needed to differentiate that which is being defined from other similar phenomena under investigation.

e) Formulating Questions and Hypotheses - Questions are formed on the basis of observations made and usually precede an attempt to evaluate a situation or event. Questions when precisely stated are problems to be solved through application of the other inquiry skills of the social studies. The attempt to answer one question may generate other questions. The formation of hypotheses depends directly upon questions, inference, and prediction. It consists of devising a statement that can be tested by a proof process. When more than one hypothesis is suggested by a set of observations, each must be tested separately. A workable hypothesis is stated in such a way that testing can establish its credibility. The inquirer's framework of concepts and generalizations influences the kind and quality of the questions and hypotheses he develops. In the social studies, if the generalization, "If labor is divided, then work is done more efficiently," is testable, it can be called or labeled a hypothesis.

f) Testing Hypotheses - Testing hypotheses is the process of designing and using data gathering procedures, determining whether the data support the hypothesis. In a less formal sense, the proof process may be conducted simply by making observations. However, even here a plan to relate premises to data is inherent in the process. Among the ways that hypotheses are tested in the social studies are: 1) determining whether the hypothesis agrees with data gathered about persons, events, or situations in other times and places; 2) determining whether the hypothesis is consistent with additional data gathered about the event or situation under study; and 3) determining whether the hypothesis agrees with accepted generalizations.

g) Formulating Models - Models, whether physical or mental, are devised on the basis of acceptable hypotheses, or upon hypotheses that have yet to be tested. Models are used to describe and explain the interrelationships of ideas. In many cases the model implies new hypotheses and if testing these hypotheses gives new information, the model must be altered. Examples of model formation in the social studies are: a map, a drawing of an economy's spending system, and a diagram of the political structure of a country.

RESEARCH SKILLS - The three sub-skills listed here outline the basic structure for finding out about people, places, events, and questions.

a) Gathering Information - The sub-skill of gathering information addresses those actions which attend to the locating of data through books, journals, and other written and pictorial sources; surveys and/or interviews; and direct observations.

b) Organizing Information - The sub-skill of organizing information pays particular attention to useful presentations or displays of data. This involves charts, maps, and well organized written statements.

c) Evaluating Information - Judgments must also be made in doing research. This sub-skill addresses the ability to contruct hypotheses, raise questions, and judge models which are consistent with the information gathered and the judgment criteria employed.

DECISION MAKING SKILLS - In its broadest sense, decision making may be thought of as trying to reach a conclusion about some event, action, object, idea, or, more often, series of same which appears important enough to warrant our attention and action. Decision making is a logical operation that allows one to move from the identification of a problem or question to the appropriate answer after careful consideration of alternative actions and consequences.

a) Identifying Problems - The first sub-skill in decision making addresses the ability to state the problem (s) to be resolved.

b) Creating Alternative Solutions - The ability to state alternative solutions is fostered through brainstorming, research, and expert opinion. To be an effective decision maker, the costs and benefits of each alternative must be addressed.

c) Evaluating Consequences - This sub-skill deals with the ability to study and predict the costs and benefits of each alternative solution **before** action is taken.

The Skill Network and Activities

Student activities are, of course, the core of the social studies program. Activities are created and presented so as to assure a wide perspective of thinking and doing. The following categories of activities provide such an opportunity for students:

A) SEARCH - Searching is the purposeful process of asking questions, gathering data and interpretations, judging relevancy and sufficiency, finding answers, and drawing conclusions. In the social studies, search is a constant focus as issues, inquiries, and dilemmas are addressed. Searching becomes more formal as students prepare oral and written presentations.

1. Questioning - factual, interpretive, evaluative
2. Gather, observe, and organize information from a multiplicity of sources
   a. Design investigations
   b. Use the Dewey decimal system, *Readers Guide,* and other information cataloging systems
   c. Locate and use reference materials productively
   d. Survey, experiment, observe, poll, and interview
   e. Recognize main ideas, note unusual information, check definitions and terms, select most relevant information, and paraphrase
   f. Record sources of information and develop notetaking system
   g. Search for missing information or supportive ideas
3. Evaluate information gathered
   a. Identify and interpret basic premises and theses
   b. Identify and interpret cause and effect relationships
   c. Distinguish fact from opinion
   d. Compare, contrast, and classify to recognize similarities and differences
   e. Recognize and judge bias, emotion, and motivation
   f. Cross-reference ideas and information
   g. Judge the integrity and sources
4. Presenting information
   a. Formulate generalizations, valid inferences, and thesis
   b. Substantiate ideas using gathered data and logic
   c. Use quotations and citation of sources
   d. Develop introduction, body, and conclusion to make presentation an original work
   e. Strive for good form, good grammar, and academic charm
   f. Assume responsibility for final product

B) GROUP PARTICIPATION - Group participation operations are those methods used by people as they interrelate and cooperate in accomplishing a task. The individual contributes to the group and receives from it. Students and citizens have a responsibility to relate effectively as they function in groups, be those groups communities, families, religious institutions, business institutions, school classes, civic/social organizations, or peer groups. The skills of leadership, effective interaction, and participation are fundamental to the social studies program. The classroom and school should be a central location to develop and practice group participation.

1. Take various roles, including leadership, in group work
2. Define the task and design strategies for work
3. Listen to, and be accepting of, people's differences and point of view
4. Take turns, share responsibility, be considerate of others, and show enthusiasm

5. Contribute to discussion in large and small groups
6. Present, communicate, or take action on group decisions
7. Give and accept constructive criticism
8. Reach conclusions and be prepared to vindicate them

C) COMMUNICATION - Communication is the ability to receive and give information, ideas, and values. Individuals and groups transmit messages and preserve knowledge with symbols. Fundamental to any communication is the ability to conceptualize. Then through listening, speaking, gesturing, reading, writing, art forms, etc., people can exchange symbols, values, and ideas. Special areas of study have specialized language and while special and technical languages exist, the educated citizen needs to understand the common civic, social, and economic language (s) of his or her society and the world.

1. Conceptualize and draw upon vocabulary
2. Read many types of writing with comprehension
3. Read critically
4. Communicate through oral exchange and reports
5. Take notes, outline, and prepare written expressions and reports
6. Listen for a purpose
7. Brainstorm and share ideas
8. Take notes, outline, and communicate through essays

D) QUANTITATIVE/INTERPRETIVE - These activities address the ability to interpret and create models and other symbolic representations of social data. In order to manage the large quantities of data in the modern world the citizen must develop disciplined thinking relative to social knowledge and phenomena, and must know how to organize, interpret and present data in the most effective and efficient ways.

1. Formulate and use models
2. Map and globe skills - symbols, direction, location, interpretation
3. Read, interpret, and construct graphs, charts, drawings, pictures, and cartoons

    a. Describing data through the use of frequency tables and measures of central tendency
    b. Using ordered pairs to locate points on a graph
    c. Determining appropriate graphing or presentation techniques for given sets of data
    d. Making predictions from data
    e. Choosing appropriate sample (s) from which to collect data needed to describe a general situation
    f. Using estimation in making comparisons
    g. Measuring
    h. Reading and making charts and graphs
    i. Observing directly and recording or describing observations
    j. Reading and using ratios and index numbers
    k. Recognize how judgments affecting estimations may be influenced by an individual's perspective
    l. Select effective, efficient mode for presenting data/information to various audiences

E) SOCIAL JUDGMENT - All decisions which affect other human beings carry with them the rights and obligations of any contract complete with reverences to the high ideals of human rights and social justice. Social judgment requires the ability to make ethical and rational decisions within all of the various social and physical environments in which we live.

Social judgment includes those skills necessary for making, influencing, and judging the decisions of self and others. It means that the first and most important step toward ethical/rationale civic behavior is knowledge of and reason for the social contracts within which all people live.

1. Relate past and present; cause and consequence
2. Apply jurisprudential reasoning
3. Make commitments, exercise rights, and exert influence in a responsible manner
4. Apply cost and benefit analysis
5. Recognize bias, emotion, and motivation
6. Arrive at reasoned, ethical decisions and value positions and evaluate their social consequences

7. Preserve human dignity in human relations
8. Accept responsibility and recognize human rights

The Dynamic Relationship between Skills and Activities

The relationship between skills and activities is clear and functional. Activities address skill development and attend to all skills in the network. This is done through the content (narrative of the text, for example) which is used to help students move toward the objective of decision making through careful attention to all skill categories and sub-skills within each category. Thus, within the K-8 (or K-12) program, activities are designed along two dimensions. First of all, activities are chosen within all of the five categories of search, group participation, communication, quantitative/interpretive, social judgment. Second, within each category, skills and sub-skills are utilized providing for a more complete presentation of those operations necessary to enhance the student's decision making ability.

Skill/Activity Distribution

	Search	Group Participation	Communication	Quantitative/ Interpretive	Social Judgment
Decision Making Skills	K	K	K		K
Research Skills					
Processing Skills	K K K	K	K K	K	K
Conceptualizing Skills	KKK KK	K K	K K	K	K
	Levels	K 1 2 3 . .	(A chart such as this can be developed for each grade level showing the distribution between skills and activities.)		

Conclusion

The social studies program addresses skills as a unified network. Within this network, skills reinforce each other and move the student toward decision making competencies so fundamental to democratic citizenship. Further, activities are distributed across the total program so as to assure a logically structured and psychologically appealing blend of thinking and doing operations.

In thinking about the above skills, it is important to try to coordinate and point skills toward reasoning and decision making. All of the skills listed above can be organized into a taxonomy that can help teachers deal more effectively with the general topic of skill development and the specific objective of developing better reasoning and decision-making abilities.

E. Social Studies Subject Matter and Curriculum Balance

The following subject matter charts are intended to be used in the same manner that the earlier skills charts were used. To use the disciplines and special topics charts, place an E in the appropriate columns to indicate the grade level at which they are emphasized. Similarly, the time and place chart should be filled out by placing an A, B, or C in the appropriate grade level column to denote whether a past, present, or future emphasis is given to the treatment of home, community, region, nation, and world. After completing the charts in small groups, the participants may wish to combine the information on their charts to reflect the complete K-12 social studies program.

After completing the skills and discipline charts, you will have a "picture" of your present social studies program which can be very valuable as plans are made for curriculum revision. Such revision should address the concerns of "skills," "discipline utilization," and "content balance." Before developing any further plans, however, it is recommended that the reader (or committee) proceed through the rest of this booklet so as to develop an overview of the nature of the social studies program, scope and sequence considerations and recommendations for program development.

DISCIPLINES

Directions: Indicate by a check mark those disciplines and the grade level at which they are taught.

Next, place an "E" at those grade levels where the discipline is emphasized in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Anthropology													
Sociology													
Geography													
Economics													
Political Science (including Law)													
History													
Psychology													
Philosophy													
	K	1	2	3	4	5	6	7	8	9	10	11	12

35

36

SPECIAL TOPICS

	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Education													
Ethnic, Women and Minority Studies													
Environmental Studies													
Future Studies													
Global Studies													
Law--Focused Education													
Values Education													
Community Involvement													
	K	1	2	3	4	5	6	7	8	9	10	11	12

A – Past
B – Present
C – Future

TIME AND PLACE

Indicate by an A – B – C, those places which are studied at the various grade levels in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Home													
Community													
Region													
Nation													
World													

K 1 2 3 4 5 6 7 8 9 10 11 12

39

40

Example:

	K	1
Home	B	A B
Community		B

F. Values of a Democratic Society

Below are listed fifteen statements that relate to some values of a democratic society. As another check on your social studies program, it is recommended that small groups of teachers rank each of the fifteen statements in an attempt to evaluate their social studies program.

Does your social studies program:

1. Help the student recognize the importance of his or her own worth.

   1 2 3 4 5
   a little evidence — a great deal of evidence

2. Help the student understand the necessity for restraints on personal behavior.

   1 2 3 4 5
   a little evidence — a great deal of evidence

3. Help the student understand and demonstrate respect for authority symbols in society.

   1 2 3 4 5
   a little evidence — a great deal of evidence

4. Help the student demonstrate his/her acceptance of the belief in the personal rights of each individual.

   1 2 3 4 5
   a little evidence — a great deal of evidence

5. Help the student know and use the rules and processes by which social and political decisions are reached.

   1 2 3 4 5
   a little evidence — a great deal of evidence

6. Help the student understand the need for, and develop the ability to explain similarities and differences between the fundamental beliefs of our own nation and those held by people in other countries.

   1 2 3 4 5
   a little evidence — a great deal of evidence

7. Help the student understand and use the process of rational decision-making by demonstrating the ability to pick out rational processes in problem-solving situations.

   1 2 3 4 5
   a little evidence — a great deal of evidence

8. Help the student acknowledge the importance of questioning and evaluating his/her personal viewpoints and demonstrate the ability to make changes in light of additional information.

   1 2 3 4 5
   a little evidence — a great deal of evidence

9. Help the student show a willingness to question and examine conflicting viewpoints with a view of forming personal opinions

   1 2 3 4 5
   a little evidence — a great deal of evidence

10. Help the student recognize the importance of cultural diversity in our society.

1 2 3 4 5
a little evidence a great deal of evidence

11. Help the student accept responsibility for his/her actions.

1 2 3 4 5
a little evidence a great deal of evidence

12. Help the student accept personal responsibility for the effective operation of any group with which the student is associated.

1 2 3 4 5
a little evidence a great deal of evidence

13. Help the student demonstrate respect for the welfare of others.

1 2 3 4 5
a little evidence a great deal of evidence

14. Help the student develop an awareness of the need and value of working with others as a means of solving problems.

1 2 3 4 5
a little evidence a great deal of evidence

15. Help the student accept personal leadership in group decisions or to accept the leadership of others.

1 2 3 4 5
a little evidence a great deal of evidence

16. Help the student accept contributions of others as they work together in groups.

1 2 3 4 5
a little evidence a great deal of evidence

Compare the conclusions you have reached from the completion of these charts with the basic purposes of your social studies program.

Why?

Rationale for your Social Studies Program
Statement of purposes:

What?

Components of your Social Studies Program
Skills (what skills are developed K-12):

Concepts (what subject matter is included K-12):

Democratic Values (what values are taught K-12):

What are the points of agreement and disagreement between purposes and components of the social studies program? How will the components be presented to students so as to achieve the purposes?

Areas of agreement? _____ Areas of disagreement: _____

Methods of Presentation

Methods		For What Purpose
a) _____	. . .	_____
b) _____	. . .	_____
c) _____	. . .	_____
d) _____	. . .	_____
e) _____	. . .	_____

etc.

III. Review of Current and Past Trends

A. Historical Review

The First Three Hundred Years

In the first three hundred years of American education (1607-1900) the social studies area of the curriculum came into existence through a process that was largely evolutionary in nature.

Although some concepts from geography and history were inherent in the elementary curriculum of the colonial period, there was no specific "social studies program." Between 1776 and 1900 an elementary "course of study" gradually emerged. In grades one to three it centered on major national holidays. In grades four to eight it involved an extended investigation of United States history and civics.

The typical secondary student of the pre-Revolutionary period also garnered knowledge of an historical and geographical nature to the extent that it was included in the "classics," but it was not until the time of Franklin's academy that formal courses in these subject areas were to appear. The popularization of these courses plus the introduction of "political economy" constituted "secondary curriculum development" during the 1800's.

Through the above described developmental process the social studies came to assume the responsibility for: 1) providing young people with a knowledge of American geography and our nation's political and economic institutions, and 2) enhancing the emerging spirit of nationalism.

As the 19th century came to a close, educators began to realize that the scope and sequence of offerings for delivering the above described "content" varied considerably from place to place. This fact was demonstrated by the existence of more than 360 different texts for teaching generalized or specialized courses in history. Many professionals sensed a need for a more uniform currculum on a national scale. Others simply felt that some program modification was needed if they were to do a more effective job of preparing young people for participation in our rapidly changing society. In 1892 the National Education Association (NEA) established a Committee of Ten and assigned it the task of reviewing and making recommendations relative to the secondary social studies. This illustrious group which included Woodrow Wilson, Charles Kendall Adams and James Harvey Robinson conferred for three days in Madison, Wisconsin. Through a series of resolutions it specified that the K-12 social studies curriculum should be one that consisted of history and "kindred subjects."

The American Historical Association (AHA) decided in 1896 that professional historians could improve on the NEA suggestions, thus it appointed the Committee of Seven and asked it to pursue the matter of developing the "ideal" secondary social studies curriculum. Its recommendations, which were published in 1899, suggested a four year program of studies for high schools that included the now famous "blocks" of Ancient, Medieval, English, and American history. This scope and sequence rapidly became the most common framework for social studies programs, and years later Edgar B. Wesley was to describe the sug-

* Adapted from a longer, copyrighted paper and printed here with the permission of the author, Arthur H. Rumpf.

gestions made by this group as, "the most influential report ever prepared in the field of social studies curriculum."

The Social Studies from 1900-1950

Encouraged by these successes the NEA and the AHA established additional committees and charged them with the responsibility of conducting further studies of the secondary curriculum. Subsequent groups reviewed the social studies in elementary schools, urban schools, and rural schools. Before long, associations representing the various social sciences recognized that they too had a vested interest in this matter, so they also established study groups. Once such task force established by the American Political Science Association in 1912 gave national visibility to the idea of studying the "home," 'school," and "community" in the lower grades.

Many professionals continued to raise questions about the viability of the curriculum. These questions seemed appropriate amid the rapid changes taking place in 20th century American society. Dewey and his followers had a lot to do with the emergence of this attitude. Other educators apparently opposed the existing program because they resented the domination of secondary curricular planning by "academia." In 1913 the NEA established the Commission on the Reorganization of Secondary Education. A sub group titled the Committee on Social Studies was created to re-examine the matter of curriculum one more time. The recommendations that emerged in the report from this committee in 1916 offered the schools a new way to organize the scope and sequence of social studies courses for young Americans. It involved two three-year cycles for the period of secondary education which included:

"Junior cycle (years VII-IX):
Geography
European history
American history
Civics"

"Senior cycle (years X-XII):
European history
American history
Problems of democracy—social, economic, and political"*

This sequence was to gain widespread support, and over the years began to challenge the curriculum pattern espoused by the AHA. This pattern was particularly appropriate because many students dropped out of school at the end of the ninth grade. This meant that there were two cycles that students went through from the seventh grade through the twelfth grade with citizenship, United States and World history being taught twice. In reflecting on this unpretentious yet revolutionary document, historians have come to realize that it was a benchmark in American social studies education. The report gave respectability to the term "social studies." . . . It led to the introduction of the new ninth grade Community Civics and twelfth grade Problems of Democracy fusion courses. It introduced the concept of one year courses in European and American history. It restored a significant degree of prestige in social studies matters to the NEA. It called the attention of curriculum developers to the needs of students. It loosened the control that college entrance requirements had on the high school curriculum. It supported the idea of localizing curriculum development. It opened the doors of the secondary school to all of the social science disciplines. It suggested that social studies education should gain direction from the needs of society rather than solely from the dictates of scholarly disciplines. It made the dominant purpose of social studies . . . the cultivation of good citizenship: the training of the individial as an efficient member of society in the nation and in the world community.

The next 30 years in social studies curriculum development saw the rise (and in some cases the fall) of Harold and Earle Rugg and "progressive education," G. Stanley Hall and the "the child study movement," Elwood P. Cubberly and "citizenship education," George S. Counts and the "social reconstructionists," and two other major curricular studies by the AHA (a final, monumental, yet unsuccessful attempt by A. C.

* *Report of the Committee on the Social Studies of the Commission on the Reorganization of Secondary Education of the NEA*—The Social Studies in Secondary Education: A Six Year Program Adopted Both to the 6-3-3 and the 8-4 Plan of Organization, Arthur William Dunn, Secretary (Washington, D.C. Government Printing Office, 1916) p. 12.

Krey and his colleagues to resolve virtually all curricular problems in the social studies, and one in the 1940's which would dispel the "American history furor" raised by the *New York Times*).

The period of social studies curriculum development from 1920 to 1950 is one which cannot be easily characterized by a simple unifying thrust. For some educators and school systems it was a time of tradition, but for most it as a period of experimentation. To many it was also a period of curricular and perhaps even philosophical controversy. In spite of extended speaking and writing campaigns, the liberal and conservative partisans engaged in this intellectual battle would not live to see their side triumph. Although individuals might resolve these controversies to their own satisfaction, no national consensus could be attained. Perhaps it was the tenor of the times. While Americans were still trying to adjust to the societal changes that had taken place prior to 1900, they were confronted in rapid succession by a new series of tangible events which included World War I, the battle over the League of Nations, "subversive threats," the Great Depression, World War II, and the period of post-war readjustment. At the same time the invisible fabric of American society from its folkways and mores to the basic political and economic institutions was undergoing modification at an unprecedented rate of change. For every solution proposed for one of these crises, another equally convincing alternative was offered. The schools, sensititive barometers of American society, reflected the turmoil and frustration as well as the optimism and exhilaration of the times. In this era, and, in fact, because of the events of this era, new and often controversial ideas and forces engulfed American elementary and secondary schools. These forces had impact on all grade levels and areas of study. In this climate it is not surprising that social studies educators could not reach agreement on fundamental, yet monumental differences with respect to matters of professional interest.

The Emergence of the "New Social Studies"

The years immediately following World War II and the Korean War can be characterized to some extent as a time for "special social studies projects." Focal points included: an attempt to further international understanding by the North Central Association's (NCA) Foreign Relations Project; the furtherance of economic understanding through the activities of the Joint Council for Economic Education (JCEE); special efforts to enhance human relations by the Anti-Defamation League (ADL), the National Conference of Christians and Jews (NCCJ), and the Southern Regional Council; and one more attempt to improve instruction related to participatory democracy through the operation of the Citizenship Education Project and similar programs. These projects, however, did not meet the global needs of American social studies educators.

In the late 1950's and 1960's there came a rising demand for more aggressive curriculum leadership from professional and scholarly groups at the national level . . . a demand for basic education. This demand grew out of a realization that while some schools had developed sound social studies programs on the basis of local curriculum planning, others had achieved only makeshift adaptations. It also grew out of a recognition that in a majority of the schools of the nation, a heavy proportion of the social studies content was of World War I vintage. The National Council for the Social Studies reacted to the demand in 1955 by appointing a Committee on Concepts and Values in the Social Studies, followed in 1958 by a National Commission on the Social Studies.

The National Commission on the Social Studies in its report in 1958, reviewed basic changes and movements which characterize American society today and called for a full-scale reappraisal of the social studies curriculum. It pointed out that much of the social studies content being taught was outmoded, either in terms of societal needs or because it had been superseded by recent research in the social sciences. It urged closer cooperation between social studies specialists and social scientists, and pointed out the need for a national study that would result in recommendations sufficiently specific to give definite guidance to local school systems without prescribing a single, set program.

Although some leaders of social studies education in the United States continued to call for some clarification on the scope and sequence and allied curriculum issues described above, their concerns went unheeded. Instead still more divergence was generated through the activities of private foundations and the Department of Health, Education, and Welfare and its "Project Social Studies." By the mid-sixties the National Science Foundation joined the "funding scene" and initiated projects in geography and the social sciences. By this time the list of federally funded social studies projects from NDEA, NSF, and other sources had grown to more than ninety.

Challenges

It should be noted that the implementation of the "new social studies" in the late 60's and early 70's brought renewed vigor to this area of the curriculum, but also created new problems. For example, the pedagogical methods usually of great concern to elementary teachers found their way into junior and senior high schools. Thus the cognitive (inquiry) skills and affective areas listed in Bloom's *Taxonomy of Educational Objectives* came to influence the teaching/learning goals, materials, and styles of teachers who previously thought of themselves largely as "subject matter specialists." Obviously the projects also led elementary educators to sharpen their focus in these sometimes vague areas. One concomitant problem developed in both elementary and secondary schools when some educators ignored a balanced approach to social studies placing, perhaps, too much emphasis on a particular aspect of the program while de-emphasizing or ignoring other components. Another problem emerged when some students were led down a bewildering trail of inquiry exercises that sharpened the data gathering and processing skills, but had no substantive destination. Still other problems developed as pupils were encouraged to communicate to their peers "how they felt" about issues, and all such feelings were then assigned equal validity. Such misguided "humanization" of the schools made a mockery of previously heralded rational decision making. In most of these programs new ideas were "embroidered" into the familiar "home," "school," "community" thematic approach. The social science disciplines also improved their status at the secondary level. They were now more readily accepted as discrete courses in American high schools. Anthropology, psychology, political science, economics, and sociology became commonly accepted course offerings. This expansion of subject matter was undoubtedly healthy, but here too there were problems. For example, a major problem was the serious lack of program coherence at the secondary level that resulted from the proliferation of new courses. Questions asked by concerned educators included "Who are the people taking all of these courses?" "Who are the people not taking all of these courses?" "How can we insure that the electives selected by an individual learner provides him or her with a tentative, yet comprehensive 'frame of reference'?" "How can we provide some meaningful orchestration to these somewhat disparate elements?" Further complicating the picture were developments that were taking place in the general area of the curriculum. In the late 60's and early 70's a number of educators advocating a "non-curriculum" made their appearance. These professionals looked upon a preplanned curriculum as "establishment" propaganda. They favored instead a social studies curriculum that grew out of immediate needs and interests of students. This was certainly not a new idea, but it captured the minds of many who sought to bring "relevancy" to education. The other side of the ledger was balanced by a number of behaviorists who favored a specified curriculum that was to be implemented through Skinnerean processes and measured in terms of performance objectives. Finally other forces at work in this era sought such things as multiethnic texts that accurately portrayed the status of minorities, and ways to better utilize media and role playing in social studies education.

The early 1980's can be characterized as being a period of review and reflection for social studies education. After a time of rapid curricular innovation during the past 20 years, social studies leaders in Wisconsin feel it is necessary to reflect upon the several directions in which social studies has moved and combine these experiences with new thinking about which directions are most important for social studies to take. Curricular planning in the 1980's is a challenging task due to many variables affecting general education such as reduced school budgets, declining enrollments, low levels of community trust in public education, and the withdrawal of federal funding. There are, however, positive signs as well. Student test scores, after a decade of decline, are leveling and showing improvement. The oversupply of social studies teachers during the 1970's, which discouraged many bright young men and women from entering the field, is subsiding. Teaching materials in use today are much improved, reflecting greater use of social science content and reduced sexual and racial stereotyping. The improved quality of teaching materials is, in part, attributable to the curricular projects of the 1960's and 1970's. Finally, some community groups are expressing new interest in establishing a partnership with public school teachers to improve the education of Wisconsin's young people. While the precise direction of social studies education has as yet to emerge, it is clear that future efforts will be firmly rooted in Wisconsin's citizenship education tradition and, given external constraints, will need to be more deliberate with clearly focused goals and curricular outcomes.

B. How Do We Stand in the 1980's?

A recent series of national studies sponsored by the National Science Foundation has helped clarify the current status of social studies in the K-12 curriculum. The picture that emerges from these studies, while not always surprising, does help to identify social studies issues which need to be addressed in Wisconsin.

How Do We Teach?

It appears that most teachers prefer to use traditional methods of instruction despite a variety of local, state, and federal activities to change teaching techniques. The social studies textbook, for example, remains as the dominant teaching tool. It is the main focus of instruction providing material for reading, discussion, and student evaluation. About 50 percent of teachers surveyed report using a single text. Many teachers rely on textbooks which are not current. Roughly 20-35 percent of teachers reported using texts well over five years old. Teachers reported that out-of-date teaching materials were a major problem (Shaver, Davies, Helburn; 1979).

Lecture and discussion are the most common instructional techniques used by social studies teachers. About 80 percent of teachers surveyed report that they lecture on a daily basis. Secondary teachers report, unsurprisingly, that they lecture more often than elementary teachers. Over 60 percent of teachers surveyed reported using discussion just about daily. An additional 30 percent conduct discussions at least once a week. These patterns are fairly consistent across grade levels (Weiss, 1978). Other techniques in social studies include student reports, library work, role plays, simulations, and use of "hands on" materials. Elementary teachers use these more varied techniques more often than secondary teachers (Superka, Hawke, Morrissette; 1980).

Reports on the frequence with which teachers use textbooks, lecture, and have class discussions are somewhat misleading because they mask some changes that have taken place. It is noteworthy, for example, that one-quarter of all school districts are using materials developed through the efforts of the National Science Foundation. F. J. Wright (1979) reports the most commonly used NSF materials and the percentage of districts using them.

K-6 Social Studies

1.	Elementary Social Science Education Program Laboratory Units (SRA)	12%
2.	Our Working World	8%

7-12 Social Studies

1.	American Political Behavior	12%
2.	Carnegie-Mellon Social Studies Curriculum Project (Holt Social Studies Curriculum)	10%
3.	Sociological Resources for Social Studies (SRSS)	7%

While a minority of school districts report adopting federally sponsored materials, it appears that the approaches used in these materials have influenced the teaching materials produced by commercial publishers. It is clear, for example, that textbooks in the 1980's contrast in many ways with their predecessors of the 1950's and 1960's. Current textbooks usually contain some of the characteristics associated with the "new social studies" such as emphasis on the metholdology of the social science disciplines; use of data from the behavioral sciences; increased emphasis on the non-western world and on world affairs in general; and greater attention to themes or topics in an area of study. In addition, current textbooks have reduced racial and sexual stereotyping.

What Do We Teach?

A common criticism of the secondary social studies program has been the fragmentation of the curriculum by the addition of new electives. According to national studies, the criticism is unsubstantiated. Shaver, Davies, and Helburn (1979) conclude that there is little evidence of fragmentation. The social studies curriculum still is dominated by the study of history, government, and some geography. Teachers tend not to draw on materials from the other social sciences. Current controversial issues are rarely included.

Some changes, however, are noteworthy. Wright (1979) reports that courses labeled geography and civics have disappeared from grade nine. The widespread "problems of democracy" course at grade 12 has been largely replaced by social science electives such as psychology, sociology, and economics. In addition, social science concepts and methodology have been integrated into traditional courses. Courses entitled "American Studies" and "World Studies," which draw on several of the social sciences, are becoming more common.

The widening horizons or expanding environment curriculum pattern continues to be the most consistent theme in elementary social studies. This approach usually involves the study of family and neighborhood in grade one, and gradually expands to the community, the city, the state, the region, the United States, and finally the western hemisphere. The spiral curriculum, which emphasizes the fundamental concepts and processes of the social sciences, received only limited attention. Wright (1979) notes, however, that anthropological content is increasingly being used in elementary textbooks and that Lawrence Senesh's *Our Working World* series, with its emphasis on economic concepts, is one of the most widely used federally funded curriculum projects.

The following is the most common scope of the social studies program in 1975 (Wright, 1979):

K - The School - Home - Self
1 - Families (Neighborhoods)
2 - Neighborhoods (Communities)
3 - Communities (Cities)
4 - State History - World Geography
5 - U.S. History
6 - World Cultures
7 - World Cultures (Eastern Hemisphere - State History)
8 - U.S. History
9 - World Cultures - State History
10 - World History
11 - American History - American Studies
12 - Sociology, Government, Psychology, Economics, Anthropology, Geography

Place in the Curriculum

Concerns have been expressed that the place of social studies in the elementary curriculum has been hurt by the back-to-the-basics movement. Social studies certainly receives less attention than other areas of the elementary curriculum. Primary teachers in self-contained classrooms report that they spend an average of 21 minutes each day teaching social studies. This compares with 41 minutes spent teaching math and 95 minutes spent teaching reading. The pattern remains similar for grades four-through-six. Intermediate grade teachers spend an average of 25 minutes per day teaching social studies; 44 minutes teaching math, and 86 minutes teaching reading (Weiss, 1977).

A factor related to the limited time devoted to social studies may be student attitude. Only three percent of nine-year-old students name social studies as their favorite subject. Mathematics, by contrast, is the favorite of nearly half the nine-year-olds, and English/language arts is the favorite of nearly a quarter of the same age group. The percentage of students naming social studies as a favorite subject increases to 13 percent for 13-year-olds and stays at 13 percent for 17-year olds. Even so, mathematics and English/language arts remains the favorite of students in the 13- and 17-year age groups (NAEP, 1979).

The lack of popularity of social studies among students is apparently not due to teachers' qualifications or to state requirements. Over 90 percent of elementary teachers and about 85 percent of secondary teachers feel adequately qualified to teach social studies (Weiss, 1977). State requirements for teaching social studies are heavy when compared to mathematics and science: American history is required in 39 states; world history is required in about 15 states; and state history is required in 34 states. Overall, four-to-six semesters of social studies are required for graduation in 68 percent of states, as opposed to 21 percent in each area of mathematics and science (Wright, 1979).

Several important conclusions can be drawn from the information in these studies. First, social studies teachers use a limited number of instructional techniques including reading textbooks, lecturing, and leading class discussions. Frequently, textbooks are out-of-date and do not meet the individual needs of students. Second, the organization of the K-12 social studies curriculum has changed little over the last several years. Today's curriculum is essentially the same as it was before the end of World War I. Third, social studies receives less emphasis in the elementary curriculum than several other subjects including reading and mathematics. Fourth, social studies is seldom viewed as a favorite subject among elementary or secondary students.

Implications for Wisconsin Social Studies

Many social studies teachers may feel some despair as they review these conclusions. It appears that little has changed over the last several years to improve social studies. However, some cautions are in order. These conclusions are based on the results of national studies. The situation in Wisconsin and in your local school district may be quite different. Educators and members of the local community need to review their existing programs to determine how their local situation compares to the national situation. Also, it is noteworthy that several of these conclusions are interrelated. Actions in one area can have benefits (or costs) in other areas. For example, updating textbooks may help improve student attitudes toward social studies. Or, reorganizing the scope and sequence of the social studies program may help encourage teachers to try a greater variety of teaching approaches. Finally, any decision for change will require a reallocation of local resources. Efforts to improve curriculum are rarely successful unless there is a reasonable financial commitment. It is difficult to improve local programs without funds for such things as teacher release time and the purchase or development of curriculum materials.

Bearing these cautions in mind, what are some actions that local districts might take to improve social studies? The following are some suggestions:

1. Improve teachers' use of textbooks.

   - Provide teacher inservice workshops on the creative use of textbooks.
   - Involve teachers in systematically reviewing current textbooks.
   - Give teachers incentives (release time, tuition) to attend workshops, conferences, or courses on teaching reading using social studies textbooks.
   - Speed up time lines for periodic review of textbooks.

2. Enhance the position of social studies in the elementary curriculum.

   - Upgrade existing curriculum to include emphasis on basic social studies skills.
   - Provide inservice workshops showing how social studies can be taught in an interdisciplinary fashion.
   - Review the scope and sequence of the social studies program to determine if it meets the needs of today's society and young people.
   - Experiment with new course offerings or units which may challenge and excite young people's enthusiasm for social studies.

3. Encourage social studies teachers to use a greater variety of teaching techniques.

   - Provide inservice workshops emphasizing alternative instructional techniques such as simulation games, creative writing, controversial issues, individualized instruction, and community resources.
   - Encourage teachers to attend relevant professional conferences and meetings by providing travel expense, release time, and memberships.
   - Begin a small grant program wherein teachers receive funds (e.g., $500) to buy the instructional materials and equipment they need to try innovative teaching approaches.
   - Invite faculty from a college or university to work with local faculty to develop a specially designed workshop or course and follow-up activities to assist teachers in learning about and trying new approaches.
   - Encourage teachers, as part of their professional growth, to use and perfect one new teaching strategy each school year.

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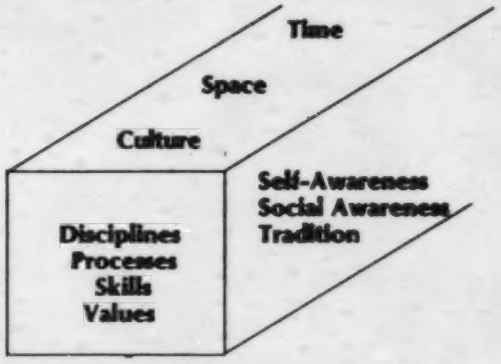
IV The Nature of an "Ideal" Social Studies Program

The social studies program can be classified into three supporting knowledge areas: (1) Disciplines, Processes and Values Perspective; (time, space and culture); and (3) Topical Perspective (self and social awareness). If we were to look at these components graphically, they might appear as follows:

Knowledge Perspectives for Scope & Sequence Development



Disciplines, Processes & Values Perspective

Considerations for knowledge of concepts from history, the social sciences, jurisprudence, philosohpy, religion, and art; skills, intellectual processes and abilities; and affect (including democratic and moral values).

Comparative Perspective

Considerations for knowledge of time, space and culture.

Topical Perspective

Considerations for knowledge of self-awareness and social awareness including cultural tradition (personal, national, international) social issues, social participation and aesthetics.

Disciplines, Processes & Values Perspectives

What is it that we are to understand through social studies education? Certainly, social studies education must put the student in touch with his or her cultural heritage; develop economic, political and social literacy; and provide the environment for the practice of the craft of social investigation.

Cultural heritage is that body of facts, concepts, generalizations and theories that constitute the organized disciplines of the human family. To put students in touch with disciplines such as history, economics, anthropology, geography, etc. constitutes the first steps of gaining knowledge in social studies education. Beyond an awareness of the several disciplines that make up social studies education, attention must also focus upon the intellectual processes and skills that are part of the act and movement of developing new knowledge with honesty and integrity, solving problems with skill and taste, and functioning rationally and humanly.

Data processing skills are often and rightly given considerable attention throughout the K-12 program. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source materials. Social studies teachers should assume special responsibility for instruction in reading materials directly related to the social studies and in the use of the tools of the historian and social scientist. Beyond this, higher levels of proficiency in data processing skills—for example, identifying hypothesis, making warranted inferences and reading critically—cannot be attained unless they are incorporated in the curriculum at all grade levels. If provision is not made at all grade levels for the sequential development of these competencies, growth will be arrested at a needlessly low level and students will be hampered in employing the more powerful extentions of these abilities.

Knowledge also has to do with the feelings, attitudes and values that students and teachers bring to the learning situation, as well as the awareness and development of other opinions and values. Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore, it is neither desirable nor possible for social studies teachers to attempt to establish a "value-free" situation in the classroom; student behavior, teacher behavior, subject matter and instructional materials all are the product of value-laden judgments. Students must become experienced in discerning fact from opinion, objectivity from bias. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance to another. When valuing is thought of as a rational process, students can be helped to understand, evaluate, and strengthen their own commitments. Further, as part of the cultural heritage, the study of values also includes an understanding of their (value) genesis and development from antiquity to our present world situation. This means, above all, that students will understand the continuity and importance of such values as justice, truth, beauty, faith, work and love.

It should be clear that the interrelationships that exist among all aspects of knowledge are significant. While it is possible to separate cognitive and affect as theoretical constructs, in the learning situation cognitive and affect are parts of the same whole—knowledge.

In considering knowledge and the social studies program, the following questions should be raised:

1. Does the student have the opportunity to practice the craft of social study through involvement in the several levels of thinking—interpreting, evaluating, etc.?
2. Does the student have the opportunity to study the several disciplines that make up the social studies so as to be aware of their uniqueness, subleties and interrelationships?
3. Does the student have the opportunity to use social studies knowledge in the resolution of issues, questions and problems?

Objectives: (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student has a basic understanding of the cultural heritage and historical significance of his or her local community, state and country.
2. The student knows the historical development (history) of the United States of America and sees the relationship between history and present conditions.

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* See Appendix A

3. The student understands the fundamental principles of democratic government and the rights and responsibilities inherent therein.
4. The student knows the interrelationships that exist between the United States of America and other cultures and peoples.
5. The students understands the contributions made to the United States by other cultures and how he or she benefits from said contributions.
6. The student understands that there have been, and will no doubt continue to be, persistent issues whenever there is interaction between and among people, groups and nations and how to apply knowledge toward their resolution.

Comparative Perspective

In developing a social studies program, or in the consideration of guidelines for said program, it is imperative to maintain a balance among and within the components of time, space and culture. For example, it is important that students have the opportunity to study human activities in the past, in the present, and to probe alternative settings in the future. Students must study both the Western hemisphere and the Eastern hemisphere in terms of historical, geographical, social, political, economic and cultural elements.

Again, attention to time, place and culture will help assure a balanced social studies program.

In dealing with the concerns of time, space and culture, questions such as the following should be raised relative to the social studies program:

1. Do students have an opportunity to study human beings in different time periods (past, present and images of the future) ?
2. Do students have an opportunity to study people as they live in different places around the world?
3. Do students have an opportunity to study a variety of cultures, including the study of their own culture?

Objectives. (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student knows the significance of chronology and has an understanding of perspective from prehistoric time into the future.
2. The student knows the climatic and cultural differences that represent the human family as it lives in various parts of the world.
3. The student understands the concept of culture in its various forms around the world.

Topical Perspective

The development of self and social awareness is tied to many factors. Certainly an understanding of the cultural traditions of family, state, country and civilization is critical to the development of said awareness. Beyond this, however, is the ability to deal with personal and social issues. Also important in the development of self and social awareness is the development of aesthetic sensitivity to the human and social environments. Students need to be aware of their cultural heritage, but they must also be able to deal with contemporary issues in a way that calls attention to rationality and humanness.

In developing understandings of the topical perspective the following questions are in order:

1. Do social studies classroom activities give students the opportunity to develop self and social awareness?
2. Do students have opportunities to deal with cultural, personal and social issues?

Objectives: (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student knows that human behavior and organizational behavior have social, psychological, economic and political antecedents.

2. The student knows that while human behavior is based upon past experiences it can be, and often times is, a function of the individual or group's image of alternative futures.

As can be seen by this discussion, the "ideal" social studies program must strike a balance among the three perspectives outlined above. The eleven general objectives provide a basic framework of responsibility for the social studies program, and every effort should be made to incorporate them into specific objectives for local program design.

V. Scope and Sequence Considerations

A decision made about the social studies curriculum for any grade has direct implications for the curriculum in all other grades. It is necessary, therefore, that the curriculum be viewed as a system. In the development of such a system, attempts should be made to achieve a consistent curriculum structure and a balance of the elements that make up the design.

Because so many actions must be taken to implement the social studies curriculum, it is imperative that the curriculum have a structure that will aid in making these judgments. Otherwise, determination of such things as daily schedules, learning activities, instructional resources, and even teacher education may conflict and hinder rather than facilitate instructional processes. There is no consensus as to which curriculum model is generally superior or which is more effective for certain purposes or under particular circumstances.

The concept of curriculum structure applies to the entire period of schooling. This does not necessarily mean that various features of the curriculum will be the same in kindergarten as in senior high school. It does mean, however, that whatever form these elements take throughout the grade span should be consistent with some logical theory stemming from the nature of knowledge, society, and human development and learning.

Teachers must understand the curriculum framework in which they are functioning if the consistency built into the program is to assume consistency in the learning experiences of children. In the final analysis, it is what happens in the classroom that constitutes the curriculum for a particular child. Many decisions regarding teaching-learning processes cannot be dealt with except in a general way in a printed guide or other suggestions offered to teachers; they must be made by the teacher as he or she works with the learner. Thus, every social studies curriculum has a degree of freedom, compelling teachers to use their judgment. If teachers lack insight regarding the basis for and design of the curriculum, then efforts to create a plan of action for a specific class or child in a specific situation will be idiosyncratic, at best.

Scope

Curriculum design involves a consideration of both scope and sequence. Scope has usually been specified in terms of one dimension, such as topics, themes or functions of a system. To avoid the extreme positions that result when one of these is used as the sole criterion, it is proposed that more than one be used. Various combinations are possible.

Scope defines the limits of learning experiences to be included in the program. If this were not so, teachers would be uncertain as to what units to select and how broadly they should deal with them.

There are three sources which influence the social studies curriculum. They are the learner, society and human knowledge (disciplines). The disciplines-oriented curricula use subject matter or disciplines to establish the scope of program. The society-oriented curricula uses issues and concerns of society as a criterion for content selection. And the individual-oriented curricula set boundaries of study relative to interests of students. These three distinctions of scope have variations which include: curriculum organized around major topics or units; around concepts from the several disciplines; around basic functions of human living; and around human needs. More detailed decisions about scope are made using such criteria as usefulness, interest, difficulty and tradition. While the three approaches to organizing the

social studies curriculum (disciplines-oriented, society-oriented and individual-oriented) * have certain common elements; they each have a distinct rationale consisting of assumptions about: (a) the purposes of schooling, (b) what priority or importance should be assigned to subject matter (basic disciplines), (c) the definition of social studies, (d) the nature of the human being, (e) the roles played by teachers and students, (f) the nature of learning, and (g) the nature of society. The rationale for a social studies program must be made explicit so that the resulting organization may have unity in the design.

While the scope designation may seem somewhat restricted, it serves the important function of helping to decide what to teach and what not to teach. This decision must be made logically. In the Wisconsin Conceptual/Skill Social Studies program, boundaries of scope are identified via subject matter orientation (conceptual and skill development) as well as through consideration of societal and individual concerns and issues.

Sequence

Sequence means that curriculum organization must provide for the continuous development of learning. In determining sequence, all plans give some consideration to:

(a) **Maturation and experiential background of the learner.** The experiential background of the student developed in his or her interaction with the social environment sets limits on what can be learned.

(b) **Interest in and use of what is to be learned.** Characteristics of the learner such as mental development and interest must be considered by the curriculum planner for they also set limits within which learning is possible.

(c) **Prerequisite learning.** Learning is best achieved when curriculum content and skills are ordered from the simple to the complex and students are required to master some elements of content and skill before moving to more complex areas of study.

(d) **Difficulty level.** Difficulty level, which reflects both limitations on a student's knowledge and skills and the complexity of what is to be learned, must be taken into account in all plans for sequence.

There are two basic approaches to the determination of sequence. One is to examine factors that are largely external to the learner, such as structures of the various disciplines. The other is to look at aspects of the learner and the learning processes or psychological factors.

In all cases, however, the adequate social studies sequence will combine both logical (the various disciplines) and psychological factors.

When scope and sequence are combined we can veiw the curriculum from the criteria of time, place and culture. As you review the following diagrams, keep in mind that in all cases curricula becomes increasingly complex as students move from the kindergarten through the twelfth grade.

Place

K ---------- 12

From Immediate Environment to Remote Environment

Place is one basis for scope and sequence as it is concerned with areal arrangements. The usual order, based on theories about students' gradual expansion of awareness, is from the immediate to the remote. However, it should be noted that with the influence of mass-media the immediate and remote

* *Disciplines-oriented model:* this approach is based on the theory that the best way for students to achieve educational objectives is through the mastery of the subject matter required by adults to meet societal demands.

Society-oriented model: this approach is based on the belief that students attain educational objectives best by developing competence in solving problems of living.

Individual-oriented model: this approach rests on the belief that the best way to achieve educational objectives is to provide for the optimum development of the individual at each phase of his/her growth.

environment are often times interchangeable even at the beginning levels of the curriculum. The important point of consideration relative to "place" is to consider the question of whether or not students have opportunities to study people in different places around the world and that they understand the interrelationships between and among immediate and remote environments.

Time

K 12

Past . . . . _____ . . _____ . . . _____ . . . _____

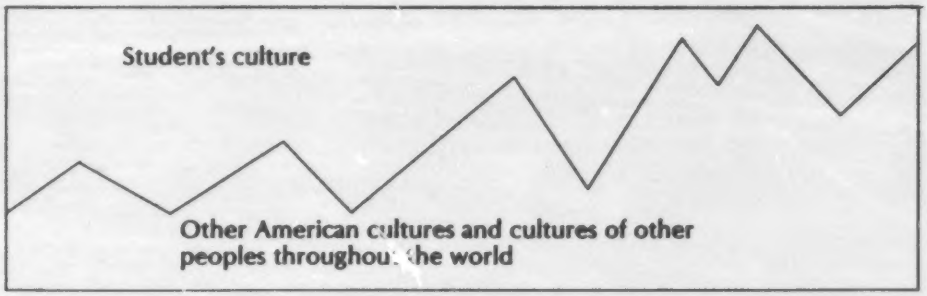
Present _____

Future . . . . . _____ . . . . _____ . . _____ . . _____ . . . _____ . .

The notion of time addresses the concern that students be encouraged to study people at different time periods — past, present and future. It is important to note that the thread of "present time" dominates the curriculum from kindergarten through twelfth grade, with "past time" being of next or secondary importance, and "future time" being of tertiary importance.

Culture

K 12



Culture as a factor in the determination of scope and sequence emphasizes a growing relationship between the student's culture and the cultures of others.

Interrelationship Between Time and Place.

It is possible to interrelate the above factors in interesting ways. Curriculum designers are encouraged to take the various elements of place, time and culture and experiment with them so that the best possible balance for student study can be achieved. For example, it is possible to depict the relationship between time and place and to decide what the best combinations of these factors would be to achieve logical and psychological balance of the curriculum.

	Then	Now	Will Be
Home			
School			
Community			
Region (State)			
Nation			
World			

Scope and sequence, then, define the social studies program in terms of those logical and psychological factors that serve as the best vehicle for developing the objectives of social studies instruction. It is important to also note that every teacher must be committed to the overall K-12 scope and sequence if the total program is to meet its goals. The program must be accumulative in nature, that is, growing in complexity with each new unit of instruction.

Scope and Sequence Considerations for the K-6 Program

The K-6 social studies program should first of all address the following five points:

1. Experiential links between abstract concept and everyday life.
   It is imperative that in the elementary program experiences are developed that will link each concept and skill to an appropriate activity.
2. The use of three-dimensional models.
   As much as possible, we should strive to use "hands-on" or three-dimensional models for the students to manipulate and with which to work.
3. Tradition.
   We should stipulate the importance of developing democratic values through the study of tradition.
4. Self-concept.
   The scope and sequence and the environmental setting should afford students the opportunity to develop respect for themselves.
5. Understanding of others.
   From kindergarten on, attention should be given to the comparative analysis of self and others—leading toward some rather sophisticated notions of other cultures.

The human community is what students study in elementary school social studies programs. As can be seen from the following diagram, emphasis is placed upon people, self and others and the interrelationships that exist with regard to institutions, time and resources. These relationships form the system that human beings are born into and that they function within throughout their lives. This "system" presents opportunities, challenges and problems which all of us must cope with in our daily lives. When the child enters school as a five year old, in a sense he or she is moving into a new culture, a new system that must be understood if, indeed, the child is to grow and function as a total human being. This situation is also true as students and adults move into different situations and, indeed, as institutions change around them. Thus, it becomes imperative that we understand "the system" in as much depth as possible. This means attention to all of the subtle attributes of culture that are implicit in any "human community."

In the elementary school social studies program an understanding of the "system" or the "community" means that the students not only know that there are school or community workers but understand the relationships that exist, for example, among students, teachers, administrators, engineers, cooks, counselors, etc. as they all function in a total "system."

A broad content outline for the K-6 social studies program might take many forms. The important thing, however, is to keep in mind the inclusion of the curriculum factors mentioned above.

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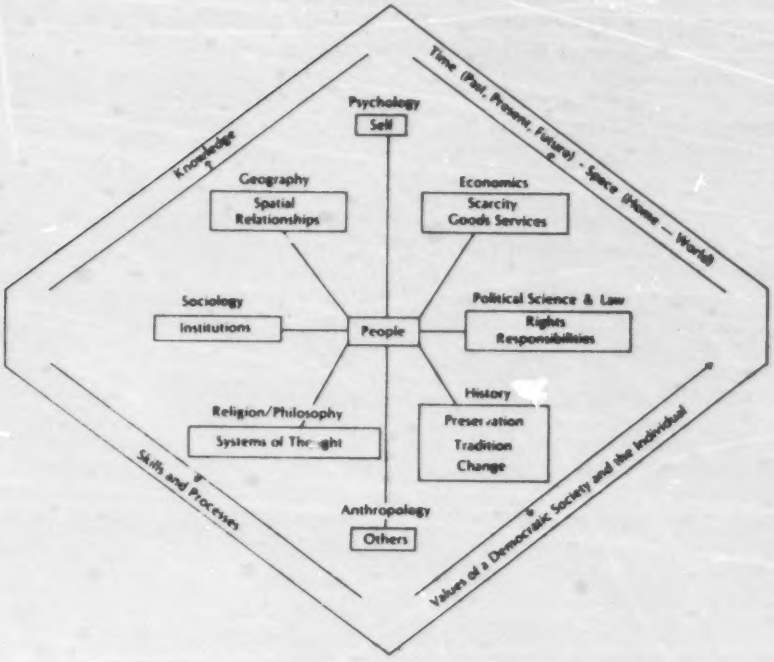
The Human Community



The following are five model formats for the K-6 program that can address the study of "the human community."

Model Format I

K. The School Community

The school community furnishes content for the development of fundamental ideas related to an institution which is new to a kindergartner. A careful analysis of the present day school will aid the student in understanding benefits he or she gains from the institution and how it operates politically, economically and socially. Comparisons of present day schools and those of the past can be made along with predictions of future schools.

1. The Family Community

Study of the family provides an opportunity to observe, examine, interpret and discuss concrete phenomena concerning membership, recreation, work, cooperation, interdependence and traditions along with less concrete content from other sources such as books and films. Generalizations drawn from these experiences will aid in ordering the various aspects of famiy living and will provide a system by which families of other cultures can be examined.

2. The Local Community

In the study of the local community the student will have an opportunity to observe, using primary sources, the interdependence and complexity of the larger community. Analysis of rules which govern behavior, responsibilities within the group, various forms of belief, goods and services available, etc. will aid the student in understanding community living and role within the group.

3. Communities in Other Countries

Study of communities in other countries should broaden the students' concept of community because of dissimilar settings and cultures in these communities. The system used in studying the local community will be applicable to the study of other communities, and discovery of many likenesses in all communities should occur.

4. State Community (Wisconsin)

The study of Wisconsin can provide a framework which can be used in making an analysis of any one of the states in the United States. Concrete and abstract resources are at hand which can provide content to be organized into a body of knowledge (concepts and generalizations) through the use of numerous skills and processes. Problems and issues existing in the state can involve the student in identifying facts, and deciding on solutions for solving and evaluating these solutions.

5. National Community

Since content dealing with the United States is voluminous, a topical approach might be used in choosing content. Topics dealing with *Location on Earth, Physical Environment, Beginnings, Quest for Knowledge and a Better Life, Living in a Democracy, Earning a Living and Global Visions* could be included. Involving the students in various processes and skills will aid in giving order to this content in the form of concepts and generalizations, and providing experiences for examining values of our people should aid in promoting more effective citizens in a democratic society.

6. World Communities - Food Gathering, Agrarian and Industrial Complexes

Perception of a broader environment can be gained through study of family life, beliefs, values, economic and political systems, environment, etc. of the Food Gathering, Agrarian and Industrial Complexes from prehistoric times to present day. This study should provide a basis for comparing and contrasting a variety of cultures within their groups including one's own. Through analysis of these cultures one should be better equipped to understand not only other people, but also one's self.

Model Format II

Model Format II is similar to Format I and suggests the widened horizon curriculum which is detailed in the Wisconsin conceptual framework. This format is a legitimate way for structuring course content in the social studies and it addresses the several "human communities" that we are likely to find ourselves operating within.

Kindergarten:	Home and School
Grade One:	Home, School and Neighborhood
Grade Two:	Community Life
Grade Three:	Community Life in Other Lands
Grade Four:	Wisconsin
Grade Five:	United States Geography and History
Grade Six:	Cultural Patterns (emphasis on anthropology and the study of cultural development and comparative cultures around the world)

Model Format III

Model Format III also suggests a widening horizon sequence, but is based on a series of significant questions that are raised and answered as the student moves through the program. The questions listed below are *only* representative or examples of the kinds of questions that might guide instruction for an elementary social studies program.

Kindergarten - Self
- Who am I?
- How am I like other people?
- How am I different from other people?

Grade 1 - Family
- What role do families play?
- How is my family like other families?
- How is my family different from other families?

Grade 2 - Neighborhood
- What function does my neighborhood play?
- How is my neighborhood like other neighborhoods?
- How is my neighborhood different from other neighborhoods?

Grade 3 - Community
- What is the function of my community?
- How is my community like other communities?
- How is my community different from other communities?

Grade 4 - Region (State)
- What function does my region play?
- How is my regional area like other regional areas?
- How is my regional area different from other regional areas?

Grade 5 - U.S.
- How do Americans make use of the land in the different regions?
- What are historical traditions?
- How did our country's historical traditions begin?
- Why are historical traditions important to us?

Grade 6 - Selected World Cultures
- What are the historical traditions of other cultures?
- How did these traditions begin?
- Why are their historical traditions important to them?
- How do cultures share ideas and tools?

Model Format IV

A variation of central questions for each grade level is suggested in Model Format IV which attempts to identify major social, political, cultural and economic themes. Format IV is particularly appropriate for those schools that wish to move toward a more interdicsiplinary curriculum.

Theme			Discipline Emphasis
K-2	*Humankind: Its Characteristics*	-	Anthropology, sociology, psychology
3-4	*The Effect of the Physical Environment on the Human Family*	-	Geography, anthropology, sociology
5-6	*Human Political, Economic and Cultural Endeavors*	-	History, political science philosophy, art, music, drama, economics

Model Format V

Model Format V moves further toward an interdisciplinary structure and attempts to deal with the curriculum components listed above in a more holistic fashion. It attempts to incorporate all of the academic areas into a unified presentation. This K-6 curriculum model uses the four areas of "cultural studies," "aesthetic studies," "democratic and personal life studies" and "environmental studies" as knowledge organizers for the presentation of appropriate concepts, skills and values in the elementary school social studies program. While social studies is seen as the basic organizer of this model, it should be noted that knowledge from other disciplines is extensively utilized so that in essence this model represents an interdisciplinary elementary curriculum. *(See Appendix C for details of Format V.)*

As can be noted from the above five models, it is possible to structure the elementary social studies program in different ways. Again, the important consideration is that of balance in making sure that all necessary components are included.

In order to achieve balance, the reader is once again directed to the self-examination instruments. The charts that have preceded allow for broad curriculum parameter data. Now, the curriculum leader may wish to gain even further insights about the adoption of a proposed model format by answering the following questions and using the charts below.

A. General Concerns

Using a scale of 1-5: 1) not at all, 2) poor, 3) fairly well, 4) good, 5) excellent.

1. Does the proposed K-6 model provide sufficient flexibility to meet the needs of learners?

1 2 3 4 5

2. Can you better correlate content from other academic disciplines in the time allotted to social studies in the K-6 model proposed?

1 2 3 4 5

3. Does the proposed K-6 model provide all teachers with enough information on skills, concepts and content so as to minimize redundancy and maximize communication and articulation?

1 2 3 4 5

B. Staff Concerns

1. Feedback from staff favoring a K-6 curriculum change in social studies has been:

1 2 3 4 5

2. Participation of staff in previewing new commercial basic materials has been:

1 2 3 4 5

3. Considering time, personnel, number of buildings in the system, etc., our capability for developing a new program is:

1 2 3 4 5

4. I would rate my experience with the use of locally written K-6 guides as being:

1 2 3 4 5

C. Curriculum Balance Concerns

If you have chosen one of the five K-6 models above, now evaluate said model with regard to content coverage using the charts in part II.

D. Concerns about Guides and Texts

Key: X-yes; 0-no; P-perhaps; NA-not applicable.
(This form should be given to all teachers.)

1. I am capable of participating in the writing of a guide for this K-6 model.							
2. I feel that consistent inservice of the guide will be necessary.							
3. I feel multi-texts are necessary for support of the K-6 model.							
4. I feel all social studies disciplines are represented in the textual program.							
	K	1	2	3	4	5	6

Scope and Sequence for the 7-12 Social Studies Program

The 7-12 program should focus on such general themes as the physical world; the nature of being human; the past, present and future status of the groups and institutions that form our society (the American family, educational system, economic system, governmental system, and religious system, plus the ideals that undergird these elements) ; the past, present and future status of the groups and institutions from other societies; and the interaction that can and does take place between any of the above factors (i.e., the interaction among individuals, the interaction between individuals and social institutions, the interaction among institutions, the interaction among societies, the interaction between the individual of one society and the institutions of another) .

In an attempt to address these general concerns, the 7-12 social studies program should devote two years of study to the American scene, two years of study to the world scene and two years of study to the several social science disciplines that make up the social studies.

Structuring this 7-12 offering can be done in several ways.

2/2/2 Models

Model 1

7 Introduction to the Social Sciences and Humanities
8 World Studies (i.e., World History/World Geography or Cultural Area Studies, Western Cultural Area Studies, Eastern or to meet the needs of minority students, Afro-American Studies or Hispano American Culture, Language, and History may be substituted for one year of the World Studies requirement. This requirement would be completed by the enrollment of an additional year of World History or World Geography.)
9 World Studies
10 American Studies (i.e., American History or American History plus Contemporary American Issues)
11. American Studies
12. Social Science, History, Philosophy, and Religious Studies Electives

Model 2

7 World Studies
8 World Studies
9 American Studies
10 American Studies
11 Social Sciences, History, Philosophy, Religious Studies
12 Social Sciences, History, Philosophy, Religious Studies

Model 3

7 Introduction to the Social Sciences
8 American Studies
9 World Studies (Geography)
10 World Studies (History)
11 American Studies
12 American Political System/American Economic System

Model 4

7 Introduction to the Social Sciences and Humanities
8 American Studies
9 World Geography
10 American Studies
11 World History
12 Social Sciences

It is possible to use the criteria of U.S. studies, world studies and social science disciplines to construct a broader concept for social studies education in the 7-12 program. For example, it is possible to integrate these disciplines and add others to create a humanities program similar to the K-6 "Format Five" above. In

such a plan, major concepts from history and the social sciences together with jurisprudence, philosophy and religion may be incorporated. Also, knowledge and skills can be utilized from the fine arts as well.

A Procedure for Judging the Scope of the Social Studies Program

The following procedure is one way for curriculum planners to gain information about what they believe the scope of the social studies program should be.

1. Working in small groups, identify, by brainstorming, what you feel are the most important problems facing human society today. Examples might include inflation, war, poverty, energy, crime, unemployment, and many more.
2. When the list is complete, decide which problems are most important and place them into appropriate categories.
3. Continue brainstorming to decide what social studies concepts (drawn largely from history and the social sciences) and what student needs are most important for inclusion in the district social studies program.
4. Reexamine the charts on the K-12 social studies program on pages 7 to 14 to help determine whether the existing scope and sequence appears to adequately address the problems, concepts; and student needs emphasized as a result of the brainstorming activity.

VI. Review Criteria

To assist local districts, curriculum committees and teachers in the task of curriculum improvement, the State Social Studies Curriculum Study Committee developed criteria to be used as a way of systematically and continuously monitoring the social studies program and to highlight the effect of that program upon teachers and students.

The criteria reflect the recommendations of the State Social Studies Curriculum Study Committee as they pertain to curriculum matters, instructional concerns and general evaluation questions. The review criteria checklist and general evaluation questions are intended for use by K-12 social studies curriculum committees and/or secondary social studies departments. Committee chairpersons and department heads should find the items contained in the checklist useful for committee discussions and program improvement.

Respond to the following statements according to the scale provided on the right:

A. CURRICULUM

Non-existent	Little has been done	A start has been made	Much has been done; but some improvement is needed	A great deal has been done
1.	2.	3.	4.	5.

1. Every social studies program should be represented by a permanent curriculum committee (representative of various grade levels, disciplines and years of service) as part of the K-12 program with goals, budget and evaluation techniques. The task for the curriculum committee is to recommend textbook selections, to articulate the social studies.

   Is the social studies program represented by an effective social studies K-12 curriculum committee?

1	2	3	4	5

2. Philosophy and goals of the social studies program should address the needs of students and society, as well as the knowledge of history and the social sciences so important to enlightened citizenship.

   Have social studies goals been established by addressing the above items?

1	2	3	4	5

3. The social studies programs should have time and content requirements as well as enrichment opportunities.

   Social studies instruction should be given a definite amount of time per day.

   a. In the K-6 program time allotments for social studies instruction should not drop below the following:

Weekly Time Allotment in the K-6 Program

minutes per week:	100	125	150	175	200	225	250
grade:	K	1	2	3	4	5	6

How much time is devoted to Social Studies in each grade?

   b. In the 7-12 program, one class period each day should be required for every student at every grade level. The 7-12 program can offer alternatives (electives) for student choice, but in all cases, courses should present students with a logical (scope and sequence) and psychological (learning development and maturity levels) program.

   Is there a basic requirement in social studies for each year (K-12) students are enrolled in school?

TIME							
GRADE	K	1	2	3	4	5	6

4. Social studies should provide students an opportunity to study content in psychology, sociology, anthropology, history, geography, political science, economics, religion, and phiolosophy.

   Are students provided opportunities to study in each of the social studies disciplines?

TIME							
GRADE	K	1	2	3	4	5	6

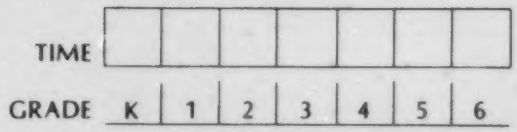
5. A social studies professional library should be developed and maintained.

   Does the school district provide for the social studies staff access to the latest professional literature in history, geography, economics, political science, sociology, anthropology, psychology, and social studies education?

TIME							
GRADE	K	1	2	3	4	5	6

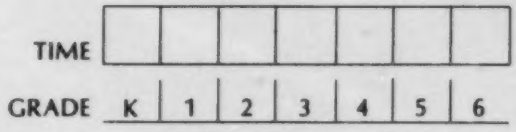
6. Inservice—Three inservice experiences during the school year and five inservice experiences during the summer should be devoted to social studies curriculum development. The amount of time specified above is seen as minimal. These workshops are conceived as experiences for the teachers to increase their effectiveness in dealing with trends in social studies education.

   Does the social studies staff participate in at least 8 inservice days during the calendar year?



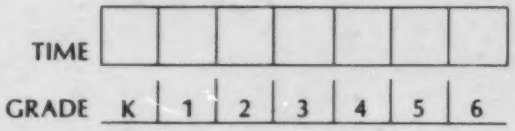
7. Local curriculum—A written local curriculum plan should be developed and revised at least every 5 years. Contained in this plan are:
   a) district philosophy and goals,
   b) objectives,
   c) scope and sequence,
   d) listing of concepts, skills and attitudes which the program hopes to develop,
   e) evaluative techniques to be used to evaluate the local plan and measure student achievement, and
   f) relevant resources for both teachers and students.

   Is there a local social studies curriculum program which includes the above components?



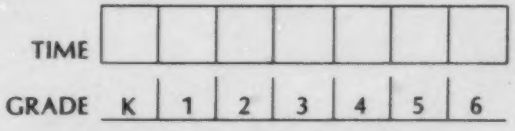
8. The local curriculum guide should also identify issues relevant to the interests and needs of the student as well as the larger community.

   Does the social studies program (as reflected in the guide) deal with current and future issues of society?



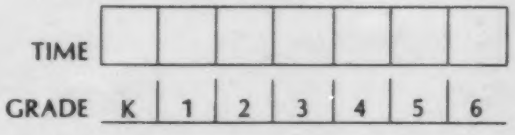
9. Opportunity should be provided for the field testing, and evaluation of social studies materials.

   Is opportunity provided for the research and/or development of curricular materials?



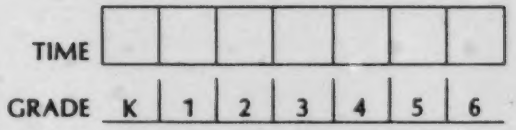
10. Every attempt should be made to coordinate the social studies with other discipline offerings. For example, a curriculum guide showing the logical relationships between skill development in several disciplines is desirable.

    Is there available within the school curriculum, a guide showing the interrelationship between several related discipline offerings?



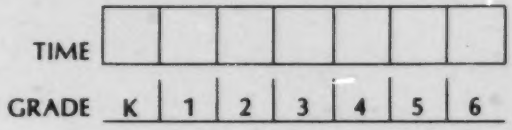
11. Students should have opportunities to study different cultures and different places so as to develop a better understanding of their own cultures as well as an awareness of the global interdependence of societies and people. This includes attention to the cultural diversity within our own society.

    Does your curriculum provide students with an understanding of cultures other than their own?



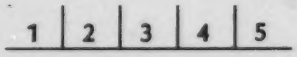
12. Community support for the social studies program is very important. As parents learn more about the curriculum they tend to support it more.

    What has been done to increase the level of awareness in the community for the need of the social studies curriculum?



Non-existent 1.	2.	Belong but do not attend 3.	4.	Belong/attend meetings, read journals & use ideas in class 5.

13. My level of involvement with state and national subject matter professional organizations has been . . .

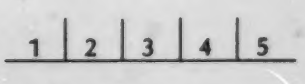


B. INSTRUCTION

Non-existent 1.	Little has been done 2.	A start has been made 3.	Much has been done; but some improvement is needed 4.	A great deal has been done 5.

1. An effective way to evaluate classroom procedure (interaction) is through the use of the tape recorder and/or closed-circuit TV (video tape). This technique is extremely useful for self-evaluation on the part of the instructor.

    Is this technique used in the social studies program?



2. Evaluation of student's achievement should take into consideration the hierarchy of thinking skills appropriate to grade-level maturity. Classroom activities and/or examinations (true and false, multiple choice or essay) should be distributed among all levels of thinking (memory, translation, interpretation, application, analysis, synthesis and evaluation.)

   Do the examinations presented to students by staff reflect this hierarchy of questioning?

1	2	3	4	5

3. Self-evaluation is considered one appropriate means for students to become interested and maintain an interest in their academic growth. Perceptions of self-growth can also be checked against opinions of the teacher as well as other students. Self-evaluation instruments can be used to allow students the opportunity for self-evaluation.

   To what extent is a procedure of self-evaluation used with students in your social studies program?

1	2	3	4	5

4. The social studies program should have the following examples of instructional resources available for students:

   - Textbooks
   - Reference books
   - Supplementary readers
   - Film (16 mm)
   - Tape or records
   - Filmstrip
   - Overhead projector
   - Radio/record player
   - TV
   - Microfilm reader
   - Maps, charts
   - Library resources
   - Workbooks
   - Computer (s)

   Does each social studies learning station have access to most of the above materials and equipment?

1	2	3	4	5

5. In addition to the above mentioned equipment and material, each teaching station should have:

   a) Maps and globes—each teaching station should have at least one globe. At least one physical and one political map of the relevant areas of study should also be available at each teaching station.

   Does each social studies teaching station have the required reference maps, globes, and other reference material?

1	2	3	4	5

6. Each student in the social studies program should have access to a range of research materials on the topics studies during the year. (Reference materials should include both print and non-print materials.)

   To what extent does the student have access to reference materials, in room as well as in library?

   1 | 2 | 3 | 4 | 5

7. Resource persons—resource people should be invited into the classroom to speak to the students each year. These speakers (or demonstrations) should focus upon the relevant areas of study within the social studies framework.

   Does the social studies program make use of outside resource persons?

   1 | 2 | 3 | 4 | 5

8. Is there a policy on the use of outside speakers and teaching controversial issues?

   1 | 2 | 3 | 4 | 5

9. Field trips—A well-planned and executed field trip can enhance the social studies program.

   Do your students in social studies participate in well-planned and executed (congruent with the social studies framework) field trips?

   1 | 2 | 3 | 4 | 5

C. GENERAL EVALUATION/REVIEW QUESTIONS:

1. What percentage of the teaching staff belongs to professional social studies organizations?
2. To which professional organizations do staff members belong?
3. How frequently do teachers attend conferences, workshops or other professional meetings?
4. What support services are provided to encourage teachers to attend professional meetings?
5. What is the nature of the department's professional library?
6. In what areas are individual staff members certified?
7. What inservice training opportunities are available to social studies teachers?
8. What opportunities are provided for teachers to have renewing or broadening professional experiences? (i.e. sabbatical leave, study seminars abroad, or teacher exchange programs).
9. In what manner does the administration of your school supervise curriculum and instruction in social studies?
10. Is at least one administrator of your school knowledgeable about current theories, trends and practices in the field of social studies education?
11. To what extent are teachers involved in the economic, political and cultural life of your community?
12. What training do teachers have in organizing and evaluating their curriculum?
13. To what graduate-level university education program do teachers have ready access? When were they last enrolled and for what course (s) ?
14. To what extent do teachers visit each other's classes . . . and discuss the methods and materials used therein?

VII. Implementing a New Social Studies Program at the Local Level

At some point in time, curriculum decision makers (in a school system) will have gained all of the input that they need to make wise choices. It should be noted that the input will come from such things as (1) perusing the history and current status of social studies curriculum development in the United States, (2) examining ideal social studies programs that have been suggested by outstanding curriculum developers who have gained recognition for their efforts, (3) reviewing the adequacy of the present program, and (4) considering the alternatives and recommendations suggested by the Department of Public Instruction. The issue must then be faced. A new design must be created, approved and implemented at the local level.

Those charged with curriculum revision should prepare a multi-phase plan of action. Although the sequence of steps may vary, they will probably include the need to:

1. Develop a design for the new program.

The new design should provide in clear and concise terms the rationale or philosophy; goals and objectives; and scope and sequence of knowledge, skills, and values considered important for the growth and development of the students as well as the means to reach the end sought. Be careful to involve a variety of people in developing a program design including teachers, administrators, parents, students, and community representation. Establishing an advisory committee, administering questionnaires, or relying on personal contacts are all ways to gain widespread involvement.

2. Develop a proposal for administrative and board consideration.

   This document would probably include the program design, a plan for program assessment and a timeline for implementation. In order to decide on a course of action with respect to the proposal, the administration and board would need a tentative budget which would provide insight into additional costs to be incurred. Such a fiscal note would address itself to elements such as staff, inservice training, facilities (to be expanded or modified), supplies and equipment, consultative services and transportation.

3. Gain administrative and/or board approval for the new program.

   The program planner should be prepared to clarify and answer questions relative to the proposal as it is being considered by the proper local authorities. The actual procedure will vary from district to district.

4. Plan and execute appropriate inservice training for administrators and teachers before and during the trial use.

   The purpose of this activity is to translate the program design from a conceptual model to a plan of action. After becoming familiar with goals, objectives and the structures of the new program, teachers and administrators can engage in the examination, trial use and selection or development of basic and supplementary instructional materials. A small scale pilot may be useful before moving to district-wide use. Working with consultants from within or outside the district, teachers will tailor units and lessons to meet the unique needs of their students and community. If aides or volunteers are to be an integral part of the program, it would be advisable to involve them in the training program. Classroom observation, an integral part of the implementation process, helps insure that the program is being tried and uncovers unexpected difficulties.

5. Gain student and community awareness and support for the new programs.

   Although some students and members of the community may have been involved in earlier stages of this curriculum revision process, if the program is to succeed it is important that support be engendered through widespread dissemination of information. This may involve the effective use of mass media, school-community meetings, and other avenues of communication and involvement.

6. Implement the program on a system-wide basis.

   When the program is ready to be implemented on a system-wide basis, it is important that leadership personnel such as members of the school board, school administrators, supervisors, and department chairpersons and lead teachers be sensitive and responsive to needs of staff members who are charged with the actual classroom implementation of the program.

VIII. Assessing Your New Program

Students develop skills most efficiently, and acquire knowledge best when there is systematic instruction, continuing application and immediate as well as long-range evaluation. The importance and purpose of student evaluation is not only to measure individual student growth, but also to evaluate the effectiveness of a K-12 program.

Two major areas of student learning can be measured with some degree of objectivity: (1) skill development, and (2) acquisition of knowledge.* The validity of the data gathered by assessment is significantly improved when a variety of assessment techniques is used. These instruments may include:

- *standardized tests* - Traditionally obtainable from commercial sources, these tests measure local student progress in relation to national norms.
- *criteria reference tests* - In this type of test, student progress is measured in relation to anticipated outcomes with reference to program objectives. Sources for this type of test are national and state assessment tests, such as the Wisconsin social studies assessment tests for grades 4 and 8. In addition, some local school districts have developed, or are in the process of developing, their own assessment instruments.
- *classroom teacher assessment* - This form of testing is traditional and measures student progress within a given classroom.

A. Techniques for evaluation at the local level

The following are some important steps which can be taken by a local school district interested in carefully assessing the social studies program.

- *Item Bank Development*

  First of all, establish a one-year period of time during which each K-12 social studies teacher will review all tests and test items that are given. Next, extract from these tests your (individual teacher) "best items." For example, during the year, a U.S. history teacher may give 12 tests. Perhaps 25 items might be categorized as "best items." Identify and save these items in an "item bank." In this way, an item bank file can be started for each grade level and each course. Finally, at the end of the first year, have an assessment or testing committee review and edit the items collected during the first year.

  The second year should be spent on field testing items and developing comprehensive tests for use at selected grade levels. For example, tests might be developed for grades 3, 6, 9, and 12. These tests would be accumulative in nature; that is, 40 to 50 items on the 9th grade test would address content and skills presented in the K-9 program. This would be the case with all tests. Thus, the committee would study and use appropriate items found in the "bank" as well as write and field test new items. The item bank would, however, give flexibility to the testing program in that a teacher would use the bank to develop a comprehensive test at any grade level.

  With one to four grade level tests developed, the third year can be spent administering the tests and establishing a program evaluation procedure whereby test results can be analyzed vis-a-vis the local curriculum. This analysis can point to strengths and weaknesses in the program and can establish a benchmark for the next series of tests. The three-year cycle should be repeated so that continuity of test results can be used to help make better curriculum and instructional decisions.

  An important side benefit of this procedure will be an increase in teacher communications from kindergarten through the twelfth grade. A caution in using this approach is to emphasize that the purpose of test bank development is to improve instruction and is not part of a teacher evaluation system.

- *Student Work Samples*

  The quality of student work over the semester or year should be observed and recorded. The craftsmanship which an individual practices in the development of projects from maps to research papers should be compared and the students should know what (and why) criteria are used in the judgment of his or her work.

* The latest information in these two areas is obtainable through the Department of Public Instruction

- *Cooperation* (team testing)

  Cooperation or team testing can provide teachers with insight into the ways in which students can work together. This includes dividing labor, contributing to the success of the group, and communicating ideas to peers as well as teachers.

- *Testing Social Studies Knowledge in Other Curriculum Areas*

  Social studies knowledge and skills can be tested in other discipline areas. How well do students know the historical and geographical frameworks of particular literary and scientific works, movements, and theories? How well can students explain the social and ethical backgrounds of certain literary or scientific work?

- *Student Self-Evaluation*

  Students can evaluate themselves through the use of "student contracts" (a commitment to do X amount of work for Y grade). They can also develop evaluation statements on their own work as part of their nine-week or semester grade.

- *Testing Students by Having Them Evaluate Social Settings and Social Phenomena*

  Students should also have an opportunity to evaluate the social studies program. This might be done in open-ended statements which they make or questionnaires they are given. An outline of some of the areas which could be addressed include:

1. learning environment (physical and sociological setting)
2. attention to current social issues
3. relationship to other discipline areas in the school curriculum

B. What Do We Do with Assessment Results?

At the local level, the district and building personnel can use the results from a program of assessment to make decisions on how to improve curriculum and instruction. Standardized tests can provide "measurement of potential" for learning. Also, there must be respect for the student's personal achievement within the classroom so students can develop internal motivation to do quality work regardless of the varying degrees of success of others. Third, with the increasing attention to individualized instruction, there should be emphasis upon self or independent learning. Motivation is thus shifted from the simple rank ordering of students to an emphasis upon personal interests in learning.

Using this evaluation process will, indeed, take a great deal of planning, work, and patience, but if we expect to reach the goals presented in the total social studies program, evaluation will have to become concerned with the total, long range growth of each student as a unique human being. This means a variety of assessment efforts and methods must be employed.

C. State Assessment and Social Studies

In May of 1971, the Department of Public Instruction tested a sample (8,000) of Wisconsin students at the fourth and eighth grade levels in social studies. The results of that assessment showed that our students scored at or below the established criterion score at the fourth grade level, but above the criterion score at the eighth grade level. The test emphasized the disciplines of history, geography, political science, economics, anthropology/sociology, and social studies processes and skills. The most dramatic gains from the fourth grade to the eighth grade were in the areas of history, geography, and economics, while the smallest gains were in the areas of political science and the behavioral sciences (anthropology/sociology).

In 1978, it was decided to test each of the social studies disciplines in accordance with the state goals for elementary and secondary education in Wisconsin. Economics was tested first in 1979. This test had two basic components. One part of the test dealt with consumer economics while the second half of the test dealt with traditional economic principles. It was also decided that the social studies discipline tests would be given at the twelfth grade level. The results of the assessment in economics showed that Wisconsin students are above criterion scores in consumer economics and at criterion scores in traditional econom-

ics. The concepts which gave students most difficulty were those in the area of fiscal and monetary policy, and international trade.

Future plans with regard to state assessment call for political science/citizenship to be tested in 1982, and in 1984 history and geography will be tested.

It is important to realize that the overall purpose of the assessment is to provide information rather than to make judgments relative to the responsibility of educational factors involved in teaching social studies. No school district, teacher, or student is identified in the sample. Rather, the users of assessment results will make their judgments about social studies education programs from data about representative groups throughout the state. They will have some insights about what students at selected grade levels in the public schools know, how they think, and how they feel concerning social studies. In this way, the Wisconsin social studies assessment provides an educational census that will be a major resource assisting educators in the state in developing social studies education programs of the highest possible quality.

This census data can be used in many different ways by the various public concerned with social studies education. For example, at the state level, the legislature can benefit from the assessment data by having available profiles of student achievement in social studies. This information should be of some value in the process of making decisions designed to improve education in Wisconsin.

The Department of Public Instruction will also make use of the assessment data in its process of providing improved services and leadership to local school districts, universities and regional educational offices. The extent to which students are or are not achieving with reference to the specified objectives will provide the Department of Public Instruction with data upon which to base its recommendations for program development and modification.

The university system and the private colleges of the state will have the information available to help them to study and review the teacher preparation processes at the several campuses. These programs, as well as many levels of inservice programs and graduate programs run by the universities, can more intelligently meet the needs of teachers in the state and, therefore, the needs of the students.

At the regional level, the results of the study will be of direct interest to the Cooperative Educational Services Agencies. The assessment can provide a basis for determining the need for, and nature of, inservice programs in social studies education. In addition, the study can be useful in pointing out the need for additional resources or consultative personnel within a region. In some regions, consortia of colleges and universities are emerging. Again, the results of the study will be of direct benefit to the members of these consortia as they plan their programs and pool their resources to meet educational needs more effectively and efficiently.

At the local level, the district and building personnel can have the results available to them as they make program decisions on curriculum and instruction. Although the data will not be specific relative to the district, local educators will still be able to conduct their own study of achievement of local students using the objectives established for the assessment and comparing these results to the state study. The benefit of this is obvious in that it encourages the district to develop and control its own systematic assessment program. The state assessment provides the model, the direction and the basis for comparison, but leaves the control for local assessment in the hands of the local board.

At the individual level, the statewide results can be of direct interst to parents and teachers, both in their concern for the well being of their children and students, and as taxpayers. Of necessity, the design of the assessment points directly to those objectives considered important by the social studies educators of Wisconsin as prioritized by the state committee.

Again, it should be pointed out, that although the information gathered on the assessment should provide information as delineated above, it should also be clear that this kind of assessment procedure is in no way complete. That is, it will tell us certain things related to specifric objectives, but it will in no way be inclusive for the model upon which it is built. It should be realized, therefore, that the information gathered by this initial effort will be incomplete. It may even place emphasis on the most insignificant data. For example, since we know that student achievement in school is heavily dependent upon ability and socioeconomic background, it may make a great deal more sense to focus assessment efforts on the "culture of the school," the integrity of the learning situation within the social studies classroom, or the integrity and honesty with which teachers and students approach the craft or quality of work of social studies.

It should be clear from the above discussion that it is possible to establish a logical assessment program based upon a particular conceptual framework or prior question. The dilemma starts when one begins to probe the prior question and conceptual framework with regard to its ethical underpinnings. Until these prior questions are probed by a larger audience in the social studies community, assessment will remain simply a technique. Social studies educators should always be aware that to err in questions of ethics always leads to a loss of privilege.

IX. Professional Growth

The personal stress often related to teaching, the decline in the rate of staff turnover, worries about the productivity of teachers, and reduced opportunities for career advancement have all combined to make professional growth a key issue for social studies teachers. Searching for fresh ways of teaching and staying abreast of expanding knowledge in the content areas are challenging tasks at best. The following list summarizes some steps which individual teachers, school districts, colleges and universities, and teacher organizations can take to help maintain and expand the vitality of social studies education.

- Workshops and Inservice Programs
  Local schools, colleges and universities, the Department of Public Instruction, business firms, civic groups, and professional organizations are all involved in running teacher workshops or inservice programs. Some school districts have developed elaborate inservice programs while others offer only one or two experiences a year. Successful educational programs are those which involve classroom teachers in program planning; provide some background to a particular trend or issue which is of current interest to social studies teachers; provide several practical examples of classroom activities which can be used; and offer some sort of follow-up activity for the participants. Many school districts need encouragement to provide the financial support necessary so teachers are better able to attend workshops and inservice sessions.

- Graduate Study
  Probably the most conventional means to professional improvement is advanced study at a college or university. Social studies teachers need to return periodically for graduate study in order to approach and maintain basic competence in the social sciences and education. Usually, taking additional courses leading to a master's degree, specialist certificate, or doctorate is rewarded on school district salary schedules.

- Reading
  Social studies teachers need to plan individual reading programs to maintain and expand their own knowledge of the field. The individual teacher needs to strive for a balanced program which focuses on current affairs, the social sciences, and education as sources of reading content. Subscriptions to local newspapers and national news magazines are essential for news about current affairs. The following is a list of journals which many social studies teachers find useful.

Educational Leadership
Association for Supervision and Curriculum Development
225 N. Washington St.
Alexandria, Virginia 22314

The History Teacher
Department of History
California State University, Long Beach
6101 East Seventh Street
Long Beach, California 90840

Journal of Economic Education
Heldref Publications
4000 Albermarle Street N.W.
Washington, D.C. 20016

Journal of Geography
National Council for Geographic Education
University of Houston
Houston, Texas 77004

Phi Delta Kappan
Phi Delta Kappan, Inc.
Eighth and Union
P.O. Box 789
Bloomington, Indiana 47402

Social Education
National Council for the Social Studies
Suite 400
2030 M Street N.W.
Washington, D.C. 20036

The Elementary School Journal
University of Chicago Press
5801 Ellis Avenue
Chicago, Illinois 60637

The Social Studies
Heldref Publications
4000 Albemarle Street N.W.
Washington, D.C. 20016

Teaching Political Science
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

Teaching of Sociology
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, California 90212

Theory and Research in Social Education
College and University Faculty Assembly
National Council for the Social Studies
3615 Wisconsin Avenue N.W.
Washington, D. C. 20016

- Internship Programs

  The local community can be a rich resource for helping teachers understand complex community issues and is a device for reducing stereotyped thinking among educators and the local community. Internship programs usually involve teachers in working a few weeks in the summer for some community based institution. Local government offices, business firms, cooperatives, labor unions, farms, human service organizations are some examples of institutions which could provide social studies teachers with valuable internship experiences. The usual result of these types of programs is that teachers begin to understand the risks, complexities, and difficult decisions which face community organizations outside of education. At the same time, people in the community gain new respect for the talents and abilities of social studies teachers.

- Planned Travel

  Teachers tend to be a well-traveled group. Social studies teachers, by reason of the content they teach, can profit greatly from travel experience. Universities often offer overseas experiences on a credit basis. In addition, teacher organizations such as the American Federation of Teachers and the National Education Association offer special tours for teachers. Exchange programs and grants such as the Fulbright program are other possibilities. Social studies teachers who travel usually collect slides, pictures, prints, or artifacts which are of educational benefit for their students.

- Professional Organizations

  Perhaps the most effective means of professional growth is work in professional organizations of social studies teachers. The National Council for Social Studies and its state affiliates is the main social studies organization in the nation and is expanding to the international level as well. The organizaton provides several important services.

  - Publishes: *Social Education, Theory and Research in Social Education,* "How To Do It Series," *The Social Studies Professional, and several Bulletins.*
  - Holds a three-day annual meeting each Thanksgiving, and several regional conferences.
  - Operates several important committees on Academic Freedom, Research, Global Education, etc.
  - Works closely with state affiliates.

  State organizations, like the Wisconsin Council for the Social Studies, provide many direct services to teachers. Every spring, WCSS has a three-day conference which features national as well as state and local presenters. WCSS also publishes a newsletter for members and has several committees on key issues affecting social studies teachers.

  Other important educational organizations include:
  American Association of School Administrators
  Association for Supervision and Curriculum Development
  Association of Teacher Educators
  Joint Council on Economic Education
  National Society for the Study of Education
  Phi Delta Kappa

- Community and School Service

  By being a member of civic groups, being active in a political party, serving on local governmental committees, and holding public office, teachers can expand their understanding of local government and the community economy. They can also identify new teaching resources and help build community trust in the schools. Within the school itself, there is much to be learned by serving on faculty committees, participating on curriculum committees, or being active in local teacher organizations. A social studies teacher can find many opportunities to help improve the educational environment of the school, school district, or beyond.

X. A Statement of Purpose for the Wisconsin Social Studies Community: Standards, Justice and Joy

A nation's educational systems persist because Americans believe that schools do something worthwhile that no other social institution can do. This something of value deserving support is generally expressed as a combination of the right of the individual to equal and adequate educational opportunities, and society's need for citizens who can participate effectively in the world. Statements such as "education for effective citizenship," "self-realization for every individual" and "pursuit of excellence" resound this general belief in the value of education.

Preparation of the young for present and future effectiveness and self-realization in a free society has been the general goal of American education, yet translation of such goals into specifics has always been a difficult problem.

In order to meet this general goal, educators have historically argued for the inclusion of curricular components such as a concern for subject matter, the student, and society; and for reachable outcomes such as citizenship or employment. In the social studies, components such as knowledge; intellectual skills; affect and valuing; and social participation are delineated as necessary. But, what is significant, and what is called for, in addition, is the transcendence of these components to a standard of excellence inherent in anything called social studies education—an excellence manifested in the knowledge of a "point of view" (awareness of general, traditional values) as opposed to merely "points of view" (awareness of only situational values) about the rapidly changing conditions of the nature of ideas and value systems. If intellectual confusion is widespread in a world of rapid change, then the social studies program must address the need for developing a meaningful way of life.

Adherence to standards of excellence which transcend subject matter, the student, and society also offers an education based upon usefulness. In other words, that education which is most useful to the individual, society, and the discovery of new knowledge is that education which transcends these separate components and brings unity to human purpose.

There is a quality of life which lies always beyond the mere fact of life. It is this vision of *quality* that social studies education must address if it is to have meaning. It is this sense of *quality* that will so haunt every individual or group endeavor so as continually to make better that which presently exists. To do this, the student must have the opportunity to be genuinely immersed in his or her cultural heritage. This will take patience, zeal and competence on the part of educators—perhaps when all is said, it is competence, zeal and patience which mean social studies education.

The student as citizen, as worker, as parent, as friend, must at all times be more than the sum of his or her individual interests. In the end, emphasis upon human quality and strength of character will not only provide for cultural growth, but will contribute most to citizenship, employment, and the creation of new knowledge. This emphasis means that social studies programs must provide activities and thoughts that make it possible to act, think and feel with skill and taste. It means that students must develop intrinsic standards which will allow them to make moral judgments. It means that there can be no shortcut to understanding; and understanding is requisite to personal effectiveness and satisfaction. Further, it is the responsibility of those who operate and develop social studies experiences to keep foremost in mind the valid "eternal questions" such as:

What is the good society? What should we do about those who disagree? What is the proper relationship of majority rule to freedom and equality? What is justice? What is happiness? What is the good person? What is the good life?

These questions which are raised by students, parents and teachers will help transcend those curricular components delineated above and make possible a continuing belief in individual free will; in justice; in the value of free people who can work toward making a better life; and in rationality that holds respect not merely for the demands of logic but also for the demands of a "community of inquiry" or a community of scholars where students and teachers can practice the craft of rationality. This means, above all, that the *way* in which we reach these goals and levels of responsibility are part of our belief system, and perhaps, the first value of a democratic society. To be consistent with this first value of democracy, social studies education must possess three attributes: standards, justice, and joy.

Standards mean that students and teachers are involved in the study of the cultural heritage of human beings with integrity and craft. In other words, there is a craft that is related to the several disciplines that make up the social studies, and teachers and students must develop that craft in much the same way that an artist, ball player or carpenter must develop and execute his or her craft.

Justice relates both to the concept of craftmanship as well as to the personal and group interactions which abound in the educational setting. Its first tenant is the belief that every individual is worthy of the best possible education, not because he or she is a "human resource" but simply because he or she is "human." The concept of justice also demands attention to the cultural heritage and the general values found therein. Above all, it states the understanding that to be *just* is the heart of what it means to be an educator.

Joy is the mainspring of human experiences. Without joy or hope, there is no incentive for learning, for the impulse to learn presupposes confidence in the possibility of improving one's existence—it presupposes faith in the future. Widespread social dislocations, dehumanization, and other situations of social, economic, political life cause people to feel impotent and unimportant. No *technical* improvements in social studies instruction will induce people to learn. On the other hand, individals who are buoyed by joy and hope can overcome substantial formal deficiencies in program or technique.

Standards, justice and joy (hope)—without these attributes social studies education cannot exist.

Social studies education is, in essence, a search—a continous search for love, beauty, truth, faith and justice in everyday life. It is a process which brings meaning to a person's life, allowing the individual to see life differently with sensitive eyes that behold the fullness of what it means to be human. This means that social studies education should provide the student with a temporal link between the past and the present and between the present and the future. Further, it should provide the individual with a vehicle by which he or she can develop a continally expanding conceptual framework for looking at and deriving meaning from the world. Social studies education must provide a feeling of satisfaction in what one is doing (work-craft), so that the experience of learning will be taken seriously by the student and that he or she will develop a sense of community with others involved in learning. Above all, social studies education cannot use preordained needs as a base upon which to build learning experiences. Indeed, social studies education provides the means by which individual can discover for themselves their own needs and those of the social and natural environments.

The information contained in this booklet attempts to define the nature of the social studies program and to challenge educators to work toward a perspective that will focus not only upon the several components that make up the social studies, but also upon the quality of craftsmanship that transcends these components. The social studies educator must be concerned with the components listed as well as with the mastering of said components in the classroom or community in such a way that offers to both students and teachers an environment exemplified by mutual trust, open two-way communication, honesty in the handling of data, integrity of the classroom community relative to decision making, and standards of work on the part of all members of the learning community. This kind of environment is necessary for the development of democratic citizenship, the central issue of which is the relationship between individual and government. And the concept of ethical behavior must at all times be requisite to citizenship in a democracy. This is our purpose; this is our task.

XI. Using This Guide to Get Results

The Social Studies Program Improvement Guide can be a useful manual for studying the local social studies program. While it contains a wealth of ideas for focusing one's evaluation efforts, it seems ill advised to have all persons work thorough the guide page by page. Rather, it is suggested that one pick and choose, from this guide and others, the activities and check list items which best fit the needs of the local school or department.

It is important that the evaluation process not be viewed as a trial of past practices or teachers. The evaluation data will create a mosaic of the existing program. This mosaic can then be examined by interested persons using locally agreed upon evaluation criteria. The next step is to develop and implement action plans based on this evaluation. Certainly, much of the evaluation data will give reasons for celebration, documenting the high quality of many program components. Other data may suggest that existing content is inconsistent with new knowledge in the disciplines. Shifting teacher, community, or student interests and needs may produce calls for change. The need to make programmatic changes should not be viewed as an indictment of past efforts by teachers and students. Program evaluation is the process of gathering and examining data on existing and alternative programs. This evaluation information can then be applied to the ongoing task of developing district-wide social studies programs.

A. Identifying goals

The process describes on pages 4 and 5 of this guide (Developing A Statement of Purpose), works very well if people have sufficient time to form consensus. Quality social studies programs provide opportunities for growth in all five areas mentioned (to develop a just and humane society, to meet the ongoing needs of children and adolescents, to keep alive the historical record, to develop adults who contribute to society, and to foster intellectual development). In assessing the local program, it may be useful to look for indications of teaching/learning activities in each of these five areas. This can be done by a review of course outlines and matching general course goals to the five philosophical statements. Another technique is to monitor lesson plans, if they are used in the district. Each teacher is asked to link teaching activities to the five general goal statements. The collection of this information for a department or a district-wide sample will indicate a pattern of emphaiss, among the five focal areas throughout the district's social studies program. An evaluation of a sample of teacher-made tests can yield a similar analysis.

B. The use of content and skills checklists

People tire easily of checklist and survey forms. It is best to limit the use of these data gathering devices. Having people fill out survey sheets during a meeting is generally a poor use of common time.

The topics to be surveyed should be carefully selected, focusing on items related to the goal statements developed earlier or on some other identified areas of teacher interests or concern. Prepare the survey and have teachers fill it out independently. As an alternative to a pencil and paper survey, committee members can each interview three to five of their fellow teachers. A committee member can take responsibility for tabulating the results and distributing them to the curriculum committee and/or all social studies teachers. Use meeting times to discuss the implication of the survey results. Are the gaps in content coverage planned or accidental? Do the tests and the test scores reflect what we think we are teaching? Do we really need 28 weeks to study American Indian tribes in grades 4, 5, and 8? Should equal time be given in the elementary grades to each of the social sciences? Can anything be done about the limited time devoted to social studies in the K-3 program?

Checklists and surveys are busywork unless:

1. people understand why they are being asked to participate in the survey;
2. they have an interest in or will be affected by the survey results;
3. they are informed of the survey results; or,
4. something of substance will grow out of the survey.

C. Examples of actions taken after having used the Social Studies Program Improvement Guide

Attributing any decision to a specific set of activities is a most risky business. While limited cause and effect claims are made in this section of the booklet, the following actions were taken following discussions using ideas presented in the guideline.

Participants had some data to support their claim that they were addressing some significant goals in a highly professional manner. The scope and sequence for teaching skills, content, geographic areas, cultures, historical periods, and normative issues were reported and recorded. Individuals had an opportunity to share their successes and concerns, thereby acquiring a fuller understanding and appreciation of the work and views of their colleagues.

The following are illustrations of other concrete actions which were taken.

1. The district ordered new textbooks for grades 1-8 and for each of the high school courses. (A two-year project: Curriculum review first year, text selection the second)
2. Some course sequence changes were made to provide a better flow of topics and a better match of teacher/student abilities and interests.
3. It was decided to give increased emphasis to government/law/citizenship education in grades 7-12.
4. Two ESEA Title IV grants were developed.
5. Some short-term, team-teaching projects were conducted.
6. Three people attended the state social studies convention for their first time—two made presentations.
7. Two teachers left the profession.
8. Departmental staff development projects were proposed and supported.
9. Three courses were dropped from the school's formal curriculum. Other courses were combined or offered on an alternate year basis.
10. The participants learned that most children are introduced to map skills in third grade, or lower, but many students have problems effectively using maps through their junior year. No sure solutions were developed. The problem is being worked on.
11. The participants have come to believe that we must teach reading and writing as part of social studies if students are to effectively apply these skills.
12. People in other content areas share many of social studies teachers' concerns and are also trying to teach many of the same information processing and thinking skills.

The program evaluation process has another important outcome that seldom is seen in the curriculum guide or evaluation report. Effective evaluation progress strategies help teachers develop a more enlightened view of the social studies program beyond their classrooms. Certainly, this process has some scope and sequence implications. More subtly, and possibly more importantly, this richer perception enables each teacher to make sounder day-to-day decisions regarding their unique version of social studies education, as implemented in their individual classrooms. Moreover, teachers who participate in this process acquire new insights regarding the importance of their instruction to the overall development of a child's knowledge in the social studies.

D. Conclusion

The *Program Improvement Guide for Social Studies Education in Wisconsin* provides many ideas for helping individual teachers, social studies departments, and districts examine their current practices. Working through suggested activities will indicate areas of strength and weakness. Scope and sequence overlaps and gaps will become apparent. The procedures provide a forum for examining alternative views of "the ideal social studies program."

It is important that time be taken to encourage thoughtful participation in the dialogues inherent in the review process. Enlightened discussion among social studies educators is as important as the end product of the program review, be that product a revised curriculum guide, a report to the board, or a set of social studies texts.

Further information and resources in social studies curriculum and instruction improvement can be obtained by contacting:

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Wisconsin Department of Public Instruction
125 S. Webster - 3rd Floor,
P.O. Box 7841
Madison, Wisconsin 53707
(608) 267-9273

APPENDIX A

Goals for Elementary and Secondary Public Education

Self-Realization

Schools of the future will exercise a more concerted effort to aid each child to develop a feeling of self worth and confidence which will enable him/her to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The individual should develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

The student shall:

1. know and respect himself/herself.
2. recognize his/her strengths and limitations in setting personal goals.
3. develop his/her interests and potentials in order to achieve those personal goals.
4. have insight into one's own value structure, how values affect one's life and relationship with others.

Human Relations

Human relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods and administrative practices) they teach it whether consciously or not.

Schools shall foster an environment where students, all school personnel and other community members interrelate to seek self-knowledge and understanding, appreciation, respect and concern for all human beings. The student shall:

1. understand, appreciate and respect one's self.

2. have a desire to contribute to the well being of society in all areas of his/her life and place a higher value on people than things.

3. understand and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.

4. posses the skills and attitudes necessary to assure the continuing development of:
   a. respect for the rights of one's self and others.
   b. the ability to form satisfying and responsible relationships with a wide variety of people.
   c. skill in group relations.
   d. the ability to initiate and maintain personal friendships.
   e. a recognition of the political, social and cultural interdependence among peoples of the world.
   f. an understanding of the various domestic and international life styles.
   g. the ability to manage conflicts in values.
   h. respect for the work efforts of one's self and all others.

Basic Skills

Schools are a significant agency of society for the development of basic skills. It is essential that a person be able to intereact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning.

The student shall:

1. comprehend ideas and facts through reading, viewing and listening.
2. communicate ideas and facts through writing and speaking
3. use the processes of language, science and mathematics.

4. perform psychomotor (mental-physical) activities necessary to learning.
5. use problem-solving techniques and processes used in decision making.

Mental and Physical Health

The insistence that our youth develop sound minds and bodies must be a continuing value of a renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential.

The student shall:

1. have the basic physical and mental health necessary for his/her optimum growth and development.
2. understand the emotional and social aspects of human sexuality.
3. understand the interrelationship of mental and physical health.
4. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
5. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time.
6. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
7. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.

Career Education and Occupational Competence

In a rapidly changing society where occupations change, appear and disappear, means must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic and technical programs beyond high school.

The student shall:

1. have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
2. have acquired a knowledge and understanding of opportunities open to him/her for preparing for a productive life.
3. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

Cultural Appreciation

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that is necessary to know about their culture. In order to heighten this kind of understanding, students should have opportunities to express themselves in a variety of artistic ways.

The students shall:

1. have an appreciation of art, crafts, music, literary and dramatic forms, and their place in the historical and cultural heritage of this and other nations.
2. have the experience and skills necessary for the creative use of leisure time.
3. have an awareness of the importance of and the use of cultural and recreational facilities in his/her community.

Lifelong Learning

Life expectancy is such that the average individual has many productive years beyond his formal school years. At the same time, the world is changing at an ever-increasing rate, constantly requiring new approaches. It is therefore imperative that an individual be prepared to participate in a lifelong learning experience.

The students shall:

1. be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic and political environment.
2. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.

Citizenship and Political Understanding

Citizenship is the quality of an individual's response to membership in the community of the locality, state, nation and world. Because schools are a part of society and because ours is a society based on the premise that people are able to govern and direct themselves through law, it is important that the total school experience offer opportunities for students to learn and practice their roles, rights, and responsibilities within legitimate government.

The student shall:

1. understand the structure, governance and governmental heritage of society (communities, state, national, world).
2. understand the importance of effective participation in fulfilling his/her obligation to society.
3. have developed the skills to participate in a democratic society as a result of his/her total school experience.

Economic Understanding

In the American economic system, students must understand those factors that affect both their own economic condition as well as the standard of living among the world community. Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. learn to evaluate his/her needs, match products to needs and effectively use products and natural resources.
2. understand the various systems of production and distribution, the role and responsibility of the individual in these systems and the ways in which these systems influence the lives of people.
3. understand the relationship between individual consumption of goods and the effect on the environment.
4. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
5. be aware of the agencies which assist and protect consumers and producers.
6. be aware of national and international business organizations, monetary systems and the effects of government on their economies.

Physical Environment

The quality of life and ultimately the question of survival depends upon man's ability to live in harmony with his physical environment. Schools must therefore provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

1. Students shall acquire knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment.

Students shall have:

a. an understanding of the social, economic and political implications of poplulation growth.
b. knowledge of the basic facts regarding ecological balance and the effect of people, technology and industrialization on altering and maintaining this balance.
c. developed a comprehension and perspective of the world as an integral ecosystem.
d. an understanding of how people and technology alter the natural and physical environment.

2. Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.

Students shall acquire knowledge and skills which enable them to:

a. improve their personal environment.
b. discriminate in their producing, usage and purchasing practices in relation to ecological considerations.
c. be a responsible developer and user of technology.
d. play an active role in preserving and improving the environment.
e. engage in environmentally compatible life styles.

Creative, Constructive and Critical Thinking

A student must be able to cope with changes affecting the quality of his life. A student must be prepared to apply imagination, crativity, constructive and critical thinking to personal problems and societal conflicts. The school shall provide an environment where students can develop skills of thinking and where experiences can be examined and integrated.

The student shall:

1. be able to deal effectively with situations which are new to his/her experiences.
2. think and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others.
3. have skills in the logical processes of search, analysis, evaluation and abstract thinking.

APPENDIX B

Learning Environment

Classrooms for social studies instruction should be so designed that they will enable teachers to conduct a program that will properly prepare young people for civic participation in a modern industrial society. A society such as ours may be expected to continue its rapid rate of change and also can be expected to increase in complexity. Students will quite likely find themselves serving on numerous committees, boards and other decision-making groups of many kinds. They will be members of community improvement clubs, service organizations, union or management groups in addition to a variety of political or governmental agencies. This seems to be a growing tendency in American life. These activities are in addition to the traditional civic duties connected with voting and evaluation of candidates and issues.

Students must learn not only to acquire knowledge, but must know how to put this knowledge to practical use. They must have opportunities to practice the skills and abilities needed for citizenship. To be properly developed, such skills and abilities require a "doing" approach over a period of years. Classrooms should be designed with this in mind.

Social studies classrooms should provide for (1) large group instruction (30 students or more), (2) small group activity (5 to 10 students), (3) individual study, (4) project construction work, such as maps, charts, models, dioramas and other types of statistical economic and geographical displays, (5) displays of maps, charts and students work, (6) storage of books, maps, charts, globes, audiovisual equipment, project construction materials and current pamphlets, periodicals, and other items of this type, (7) showing of slides, films, filmstrips, and television presentations, (8) facilities for small group conferences, preparation of group reports, construction of projects, (9) discussions by the class as a whole, and (10) use of resource speakers. In addtion, each social studies program should have access to a well-equipped resource center.

Appendix C

Elementary (K-6) Sequence Model

LEVEL I

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different -settings	Individual	Communication reading, writing, talking	Justice
	Group		Meaning
Tradition -Holiday -Customs	Human Being	Logical Reasoning mathematics, formal logic	Truth
	Values	Scientific Methods 11 processes from the social and natural sciences	Beauty
Awareness of Others -Family -School	Beliefs		Work
	Rules	Historical Methods narrative, cause-effect relationship	Love
	Responsibility	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use an organization of media, human senses and evaluation of aesthetic world	Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture	Red, Blue, Yellow, etc.	Communication reading, writing, talking	Justice
			Meaning
	Small, Large, etc.	Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aethetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
You and Me	Manners	Logical Reasoning Mathematics, formal logic	Meaning
	Human Similarities and Differences	Scientific Methods 11 processes from the social and natural sciences	Truth
		Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work Love Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.	Logical Reasoning mathematics, formal logic	Meaning Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
		Historical Methods narrative, cause-effect relationship	Work Love
		Methods of Art aethetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level I: In Level I, students explore the meaing of their individuality and their relationship to the primary groups of family and school. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

LEVEL II

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different settings Tradition -Holiday -Customs Awareness of Others -Family -School -Community Social Structures	Individual Group Human Being Values Beliefs Rules Responsibility Needs Institutions	Communication reading, writing, talking Logical Reasoning mathematics, formal logic Scientific Methods 11 processes from the social and natural sciences Historical Methods narrative, cause-effect relationship Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Justice Meaning Truth Beauty Work Love Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture Movement Rhythm	Red, Blue, Yellow, etc. Small Large, etc. Measure Timing Step Rhythm	Communication reading, writing, talking Logical Reasoning mathematics, formal logic Scientific Methods 11 processes from the social and natural sciences Historical Methods narrative, cause-effect relationship Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Justice Meaning Truth Beauty Work Love Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
Nutrition	Manners	Logical Reasoning mathematics, formal logic	Meaning
You and Me	Human Similarities and Differences	Scientific Methods 11 processes from the social and natural sciences	Truth
	Food	Historical Methods narrative, cause-effect relationship	Beauty
	Rest	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work Love Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.	Logical Reasoning mathematics, formal logic	Meaning
Responsibility	Citizenship	Scientific Methods 11 processes from the social and natural sciences	Truth Beauty
		Historical Methods narrative, cause-effect relationship	Work Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level II: In Level II, students explore the meaning of their individuality and their relationship to the primary groups of home, school, and community. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

LEVEL III

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self	Change	Communication reading, writing, talking	Justice
Social Awareness	Continuity	Meaning	
Tradition	Community	Logical Reasoning mathemtaics, formal logic	Truth
Social Structures	Tools	Scientific Methods 11 processes from the social and natural sciences	Beauty
Economic Structures	Interdependence		Work
	Government	Historical Methods narrative, cause-effect relationship	Love
	Laws	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Language		
	Linkage		
	Transportation		
	Communication		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Symmetry	Composition	Communication reading, writing, talking	Justice
Human Relations	Beauty		Meaning
	Needs	Logical Rasoning mathematics, formal logic	Truth
	Service	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Responsibiity		Work
	Affection	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Careers	Consumer	Communication reading, writing, talking	Justice
Health and Nutrition	Producer		Meaning
	Decision-making	Logical Reasoning mathemtaics, formal logic	Truth
	Recreation	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Scarcity	Communication reading, writing, talking	Justice
Quality of Life	Division of Labor		Meaning
	Pollution	Logical Reasoning mathematics, formal logic	Truth
	Land Use, Water Use, Air Use	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
	Protection	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level III: Students study the continuity, change and basic interrelationships that exist in the community. They investigate the groups to which they belong and their role as responsible consumers, helpers and friends.

LEVEL IV

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Community	Groups	Communication reading, writing, talking	Justice
Cities	Institutions	Logical Reasoning mathematics logic	Meaning
Awareness of Others	Local Community	Scientific Methods 11 processes from the social and natural sciences	Truth
Traveling to Other Parts of the World	Government	Historical Methods narrative, cause-effect relationship	Beauty
	System	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Transportation		Love
	Technology		Faith
	Values		
	Uniqueness		
	Similarities		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Time	Change	Communication reading, writing, talking	Justice
Environment	Travel	Logical Resaoning mathematics, formal logic	Meaning
Human Relations	Diversity	Scientific Methods 11 processes from the social and natural sciences	Truth
	People	Historical Methods narrative, cause-effect relationship	Beauty
	Uniqueness	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Consumers	Conflict	Communication reading, writing, talking	Justice
Health	Cooperation		Meaning
Careers	Decision-making	Logical Reasoning mathematics, formal logic	Truth
	Dependence	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Service to Others	Historical Methods narrative, cause-effect relationship	Work Love
	Comparative Analysis	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life: A Comparative Study	Recycling	Communication reading, writing, talking	Justice
	Life-support system	Logical Reasoning mathematics, formal logic	Meaning
	Network (system)	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Needs	Historical Methods narrative, cause-effect relationship	Work Love
	Uniqueness	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Scarcity		
	Knowledge		

Scope of Level IV: Through comparative study of communities around the world, students will examine the interdependence, conflict and cooperation that exists within, between and among communities, including the "global community." They will explore the components of culture and how people make use of the land based upon these cultural components. They will also study the cultural similarities and differences that exist across the globe as people strive to meet their needs.

LEVEL V

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Tradition	Beliefs	Communication reading, writing, talking	Justice
Social Structures	Change		Meaning
Political Regions	Migration	Logical Reasoning mathematics, formal logic	Truth
	State	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Future		Work
	Social Distribution	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Environment	Natural Resources	Communication reading, writing, talking	Justice
	Region	Logical Reasoning mathematics, formal logic	Meaning
	Symmetry		Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
		Historical Methods narrative, cause-effect relationship	Work
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Love Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Institutions	Responsibility	Communication reading, writing, talking	Justice
Career and Careers	Choice	Logical Reasoning	Meaning
	Diversity	mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life	Natural Regions	Communication reading, writing, talking	Justice
Role of Government			Meaning
	Population	Logical Reasoning	
Economic Growth	Lifestyele	mathematics, formal logic	Truth
	Lifestyles	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level V: Students will explore some of the regions of the world with particular emphasis upon their own state. Social and economic institutions will be studied, and students will discover the interrelationships that exist between and among the regions of the world and the ways in which people use and change the natural environment.

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Decision-making	Communication reading, writing, talking	Justice
Institutions	Rules	Logical Reasoning mathematics, formal logic	Meaning
Careers	Technology	Scientific Methods 11 processes from the social and natural sciences	Truth
Consumers	Trade	Historical Methods narrative, cause-effect relationship	Beauty
	Price	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Family		Love
	Lifestyles		Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Role of Government	Interdependence	Communication reading, writing, talking	Justice
Economic Growth	Change	Logical Reasoning mathematics, formal logic	Meaning
Responsibility -Individual -Government -Private Enterprise	Population Migration	Scientific Methods 11 processes from the social and natural sciences	Truth
		Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Scope of Level VI: Students explore the history of their country in narratives and case studies about great events and people. They will study the development of American society and its relationship to the natural environment.

LEVEL VII

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Awareness of Others	Beliefs	Communication reading, writing, talking	Justice
Urban Lifestyles	Culture		Meaning
Agrarian Lifestyles	Cultural Change	Logical Reasoning mathematics, formal logic	Truth
Lifestyles of Hunters and Food-Gatherers	Cultural Diversity	Scientific Methods 11 processes from the social and natural sciences	Beauty
Global Community	Family Roles	Historical Methods narrative, causel-effect relationship	Work Love
	Religion	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Work		
	Language		
	Needs Groups		
	Market Systems		
	Tools		
	Technology		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Environment	Land Use	Commuunication reading, writing, talking	Justice
Time	Human Being	Logical Reasoning mathematics, formal logic	Meaning
	Past	Scientific Methods 11 processes from the social and natural sciences	Truth
	Present	Historical Methods narrative, cause-effect relationship	Beauty
	Future	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work Love Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Institutions	Rites of Passage	Communication reading, writing, talking	Justice
	Democracy	Logical Reasoning mathematics, formal logic	Meaning
	Education	Scientific Methods 11 processes from the social and natural sciences	Truth
	Rights	Historical Methods narrative, cause-effect relationship	Beauty
	Responsi-bilities	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Citizenship		Love
			Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life	Lifestyle	Communication reading, writing, talking	Justice
Institutions	Responsibility	Logical Reasoning mathematics, formal logic	Meaning
Economic Growth	Market	Scientific Methods 11 processes from the social and natural sciences	Truth
	Values	Historical Methods narrative, cause-effect relationship	Beauty
	Lifecycle	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Spaceship Earth		Love
			Faith

Scope of Level VII: Students experience the drama of cultural change and cultural diversity. They will explore cultural differences that distinguish different groups throughout the world, and they will explore why different societies may have differing responses to similar needs and situations.

The content themes can be considered as individual units within each level (perhaps physically separate in their own containers or as interrelated units). In either case, however, units would relate directly to the scope statement for each level.